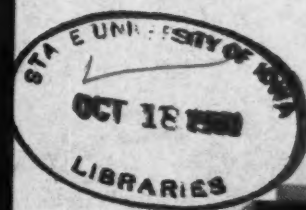


CTA
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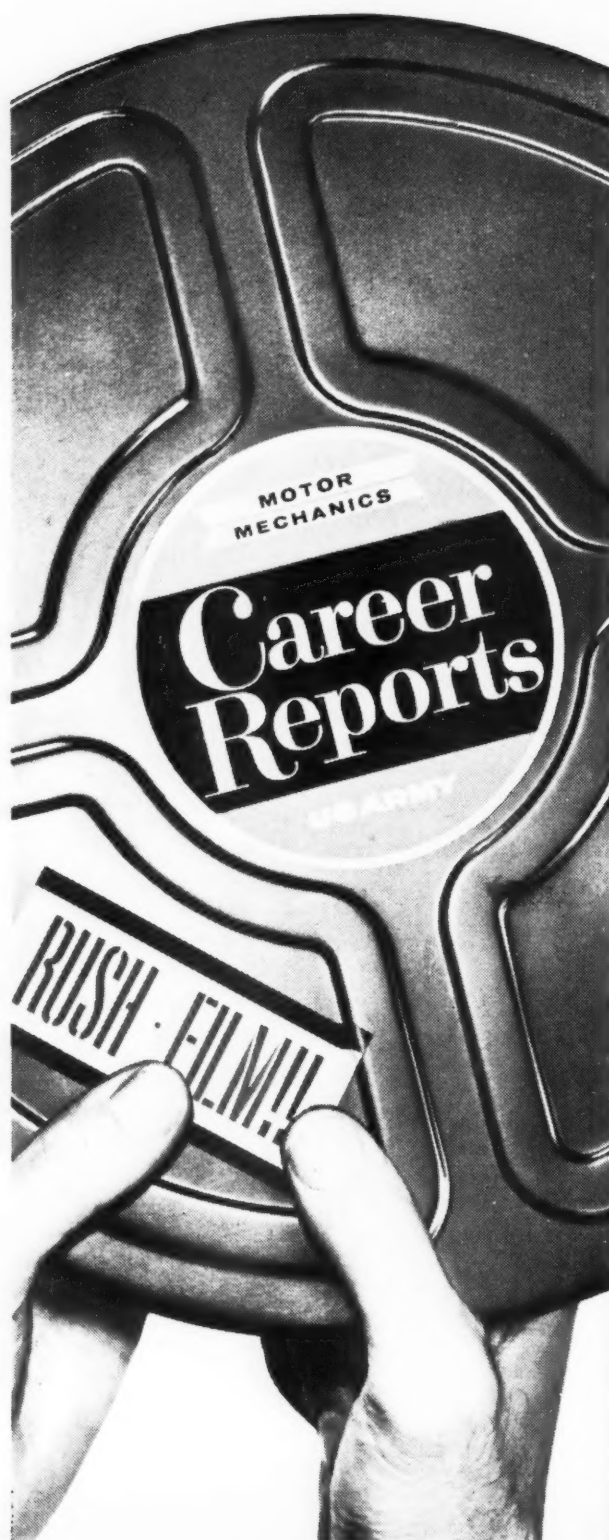
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Official Publication of the
California Teachers Association

Contents for October, 1960

VOLUME 56, NUMBER 7

OUR COVER this month is a view of an exterior corridor at Mills High School, Millbrae, San Mateo Union High School District. Illustrating our theme of secondary school organization, this school plant won honorable mention last spring in *Overview's* ninth annual national competition for better school design, the only western entry to be so honored. Reid, Rockwell, Banwell and Tarics is the architectural firm. The judges' comment was "Compact, carefully organized, and economical plan. The school has an exceptionally well-planned physical education plant, providing well-placed lockers, gyms, swimming and diving pools. It embodies a refined example of the 'loft' concept." The plant, incidentally, is located 100 yards from CTA's state headquarters building.

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- 5 The Teachers' Vote for President *Arthur F. Corey*
- 6 The High School of the Future *Robert N. Bush*
- 10 New Directions to Quality Education *Robert B. Moore*
- 12 For Further Reading (Bibliography on the high school)
- 12 What Shall We Use for A Yardstick?
- 13 New Trends
- 14 News of State and Nation
- 18 State College Board Named *William Barton*
- 19 State Funds for School Building *Paul Hoyenga*
- 20 Calendar of Coming Events
- 20 CTA Letters to Political Candidates *Robert E. McKay*
- 21 Propositions on Election Ballot
- 22 Columbia School Re-Dedication
- 24 What I'd Like to Know Is . . . *Harry A. Fosdick*
- 25 A Case of Survival
- 26 Notes In the Margin
- 33 Hearing and Seeing *Vivian L. Toewe*
- 35 This Is How We Do It (Letters from Readers)
- 37 CASSA Accreditation Program *William N. McGowan*
- 43 Yours for the Asking
- 44 editorial postscript *J. Wilson McKenney*
- 44 Teacher Talk *Don W. Robinson*

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ARTHUR F. COREY
CTA Executive Secretary

THE TEACHERS' VOTE FOR PRESIDENT

WE WILL SOON elect a new president. He will face problems and make decisions of unprecedented importance. Perhaps the most important action the average citizen is called upon to take is his quadrennial vote for president.

We are rightfully looking for issues in this campaign. An issue is a point on which the candidates differ which, if well known, would influence the vote of a significant sector of the population. Needless to say, some of the most important potential issues are in fields where there seems to be no objective evidence which establishes real differences between the candidates. When the voter must play his hunches on desperately important issues, he may be pardoned if he hesitates in knowing how to evaluate the importance of the areas in which some evidence is available.

Public education may for the first time be an issue in this campaign. The fact that the parties and candidates differ is now well known. It should be equally obvious that the Democratic platform and Mr. Kennedy are more favorable to the NEA and CTA legislative program than are the Republicans. A comparison of the voting record of the two candidates on educational issues must be interpreted as unfavorable to Mr. Nixon.

The Republican platform favors federal grants but specifically limits assistance to school buildings, while the Democrats favor such assistance both for buildings and teachers' salaries. The Republicans are "unalterably opposed" to large federal grants for public education while Mr. Kennedy speaks of "massive" programs of assistance.

One must not assume that these generalizations can be applied to Congressional elections. The party label provides no clear and unmistakable identification of the point of view or record of individual Congressmen. In these choices the individual must be judged on his own record.

None but a fool or knave would advise or expect teachers to single out the issue of public education and ignore other important considerations in their final decision. On the other hand, education will never be a political issue in this country until it makes a difference in the way we vote. We are citizens first and teachers second—but we are still teachers. If a candidate's stand on education makes no difference to teachers, how can we expect it to make a difference to the general public?

To some there will be other transcendent considerations which have already forced an early choice. Many of us are still wavering. As we struggle through to a decision, the issue of public education should be carefully considered. *Each voter will answer only to his own conscience.*

A.F.C.



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Predictions of things to come in education

*Robert N. Bush sees
changes ahead in
pursuit of quality*

ALREADY THE LARGEST in the world, the American system of high schools will double in size in less than two decades. Insistent pressures clamor for change. A fluid condition prevails in which far-reaching changes are forming in American life and American education. What changes are likely to occur and what changes *should* occur in high school education?

Although the task of predicting is fraught with hazards, I welcome the opportunity, for our sights must be clearly set if we are to reach our goal. I shall report here on developing trends and new frontiers being explored in response to the pressures bearing in upon us—but I warn that the resulting picture of the high school of the future is strictly my own. This report is partly on what I think may happen but it also reveals my biases of what I *hope* may happen.

In these times of great pressure for conformity, it is important that we not set ourselves in any one particular mold. Problems need discussion by persons with different casts of mind. As Max Lerner has stated, ours is indeed a spearhead society. No community or school should be deterred from making its own creative thrust into the frontier if the total of American education is to move forward. I shall make eight predictions of the shape of things to come in the high school of the future.

STANDARDS WILL BE HIGH

The first prediction I make is that the context and standards for judging high school education in the future—indeed, for standards of American education generally—will have ceased by the close of the century to be mainly local and parochial and will have become national, and even international in scope.

The trend is now under way. It is producing a most healthful effect upon education generally. This is a result of America's changed position in the world, in which we came closer together in spite of cleavages which cast us apart. Just as it would be a mistake for us to copy the Russians or the Europeans in their educational methods, so, too, would it be even more foolish for us not to learn from them.

The high school of the future will regularly have a complement of teachers and pupils from other lands as a part of its faculty and student body. The beneficial effects of experimentation in inter-cultural relationships since World War II have overwhelmingly proved their value. Continued effort should be promoted on a wide scale, both by governmental and private agencies.

STRUCTURE IS DUE FOR CHANGE

The structure and scope of secondary education will continue to shift during the next few decades. The final structure of the high school is not yet fixed. We are moving toward having secondary education begin with grade seven instead of with grade nine. In most other parts of the world the beginning age is the start of puberty or 11-12 years.

During the decade of the 50s the majority of youngsters attended so-called reorganized secondary schools. This trend will probably continue. The total number of years to be included in secondary education has not been determined.

Years ago we had many two-year junior high schools; we now have many three-year ones. A venture a decade ago added a fourth year, but this has now been abandoned. I am not sure yet that we may not add years to the present junior high school.

A two-year school will not flourish, I predict. A three-year school is probably better, as would be a four, a five, or a six-year school. The point of continuing controversy regarding the relative merits of the 6-4-4 plan or the 6-3-3-2 plan is that we must strive to have as few breaks as possible in the total development of the school system.

In the past half century we have witnessed increasing upward extension of the compulsory school age. As all states reach the 16-year standard, I predict the end of this upward extension. Some say it will go up from 16 to 18, as already in some states, and on to 19 and 20. I doubt this. As young people reach the point of physical maturity, we are beginning to reassess whether automatic requirement of more schooling is educationally desirable. At 16, youngsters should reach a point of decision regarding differentiation in their future education.



DR. BUSH, professor of education at Stanford University, spoke on this subject at the summer workshop of the California Association of Secondary School Administrators at Stanford July 11 and again to Los Angeles county high school administrators at Beverly Hills July 16. The article above is based on the speech, which opened with a review of a 1952 Stanford conference at which leaders of secondary education discussed problems expected in the period 1950 to 2000. Predictions of major changes made a decade ago are now evolving, great political and technological events have speeded the processes, and there is a ferment of activity in adjusting to public and professional demands. In this critical period Dr. Bush, eminently qualified to understand and evaluate current problems and future trends, has enumerated eight predictions regarding the future of secondary education, which are outlined here.

The High School of the Future

At this critical age the student should have the option of choosing the labor market or technical education—or to continue on in pre-professional preparation. We should remember that while his zest for learning remains high, the student may leave school at an appropriate time, then return to classes with the maturity and serious purposes of adulthood.

Though compulsory school attendance laws have been effective, only about two-thirds of our high school youth actually graduate. I think that we may continue to remedy this deficit, but I am more concerned about what we do for the one-third who drop out. Can we so challenge them with the requirements of the fiercely competitive world of our industrialized technological society that they will seek a complete public education at all costs?

After a high school enrolls 300 pupils, we may in the future cease to worry about how much larger it becomes, concentrating more upon what kind of an education is provided within that school. While Dr. Conant recommends the elimination of small schools, a simultaneous move may be noted to make the bigger schools smaller. In Massachusetts, a big school has been broken down into several sub-schools. Evidence begins to suggest that factors other than size are of greater significance in determining the quality of education provided in a school. The problems of how to achieve excellence will inevitably be different in schools of varying size.

FOCUS ON INTELLECTUAL VALUES

The high school of the future will have a much larger task than the high school of today. Its aim will be more sharply focused. Are these real or imaginary contradictions? We shall develop in the last half of this century an idea that is more radical in concept than was the radical 19th century idea of high school education available to and required of all. The idea is that, because of demands made on every individual as a citizen and as a worker, he must be well started on his broad, general education and he must have at least a fair mastery of specialized knowledge.

This means that by the end of the compulsory schooling period, the student must have achieved both in breadth and depth.

This objective has never been attempted for all youth by any school system in the world. The European system typically selects certain youngsters, gives them a longer, broader, general education, not worrying about specialization. Others who can't measure up academically are sent to specialized schools. We are beginning, in America, to provide both broad general education as well as specialization for all youth.

Neither of these tasks can be completed by the end of the compulsory education period, but they must be well started and must have established roots out of which will grow the individual's lifelong education. This is a much larger task than ever before undertaken.

Realization of this objective will require a sharper focus on the development of individual capacity to make wise decisions and to build the stamina to follow through on these choices. This is a moral as well as an intellectual task. The individual must buttress his logic with emotional determi-

nation and choice of values. This will require concentration upon the essential task of the school rather than upon secondary and tertiary functions. The focus will be upon developing in every pupil a spirit and capacity for inquiry of a highly disciplined character.

CURRICULUM DEMANDS SEVEN ESSENTIALS

The curriculum of the high school of the future will be rigorous, challenging, and appropriate for *all* types of students. It will be comprehensive and of wide coverage, providing opportunities for developing individual talents.

The high school of the future which I envision will be one in which there will be broad and deep offerings in seven major fields of human knowledge: (1) science, (2) mathematics, (3) language, both foreign and domestic; (4) visual and performing arts—music, painting, drama, sculpture, ceramics; (5) practical arts, including shop, homemaking, business, and agriculture; (6) social studies—geography, economics, sociology, political science, anthropology, psychology, and a basic sequence in history, and (7) health and physical education, including games and recreation.

All seven of these areas should offer studies that will be challenging, valuable, and required of all pupils continuously during the entire time of secondary school attendance. No man is properly educated unless he has had continuous and rigorous study in all of these areas.

All pupils will have begun to specialize in one of these areas by the time he finishes compulsory education, not necessarily for vocational purposes. But each pupil's course will be unique. I would not like to prescribe that anyone should spend twice as much time in one of these areas as another.

Dr. Conant hinted at individual pathways rather than prescribed tasks, although I doubt that he quite encompasses what I have suggested. Every pupil would have experienced common fields of subject matter throughout secondary school, but each would have had a unique pathway appropriate to him. The rate and pattern of progress through each field would be variable for each pupil. There would be different blocks of time each day, number of times per week, that pupils would study these subjects. Dr. Trump, in his "Images of the Future," provides a comprehensive delineation of flexible scheduling.

In mathematics, for instance, if study begins in the seventh grade and continues for six years, some youngsters will have demonstrated talent and interest in science and math. We could safely predict college and graduate study and we would urge more secondary time for math study. By taking more periods per week, such gifted students, by studying continuously, could be well into calculus by the time they finished high school.

Other pupils would study arithmetic for no more than 30 minutes twice a week to enable them to use simple arithmetical skills at the end of six years. For them, the program would be designed to keep their minimum skills alive during that entire period.

Between these two extremes at least two or three other groups would be identified. Continuity, at the intensity desired, would assure that a pupil's skills would not become rusty when he goes into the labor market or into college.



A substantial proportion of our high school graduates will be bi-lingual. There is no valid reason why this could not or should not be accomplished. As we study foreign languages, preparing the pupil to communicate in another tongue, we will note a significant contribution to the level of culture of the person studying the language and to his understanding of other peoples. Language study then joins with the social sciences in helping the individual to break the crust of his own culture.

In the study of his mother tongue, the future high school student will give greater attention to writing and to thoughtful reading. With language competence, developed in a disciplined manner, he will be better able to engage in the tightly-knit oral discussion that flows naturally from proper preparation in writing and wide reading.

Our current emphasis on mathematics, science, and foreign languages will not, in the long run, detract from the growth of work in the visual and performing arts. Through more flexible scheduling, I see every youngster provided with an opportunity to participate in the arts throughout his secondary schooling.

Work experience, both paid and unpaid, including community service, will be provided for all youth. This will be a joint enterprise of school and community, with the community assuming responsibility for part of the time of adolescents. This development should help to destroy some of the roots of juvenile delinquency.

Probably the most pious and unrealizable of my dreams will be the future establishment of a modest program of extra-curricular activities, placed in proper perspective. Such programs can be wildfires which easily get out of control. Pupils, parents, the community, selected members of the staff all like extra-curricular activities—until the fire burns them. Fanned to a gentle flame which warms energies and enlivens steady values, activities outside the classroom can be educationally constructive. They must not take over the whole show.

EXPERIMENTATION IS KEYNOTE

Methodology used in the high school of the future will be characterized by experimentation, the encouragement of

problem solving, and independent study. By the conclusion of secondary education, pupils might well be spending one-half to two-thirds of their time in independent work in libraries and laboratories. Such liberty of action is not for every pupil any more than an intensive academic course is for every pupil. Some will progress to considerable independence; others will continue to require almost constant supervision.

The inappropriate memorization of isolated information, the disposition to stuff pupils with as many facts as possible, will give way to study in depth of fewer selected topics, aimed at a genuine understanding of what has been studied.

Pupils will have individual places in the school where they may work and study. Parents will be encouraged to work closely with teachers. An extensive battery of electronic devices—television, teaching machines, language laboratories—will be used extensively as aids to individual study.

UPGRADE STAFF PERFORMANCE

The staff of the high school of the future will include at least one and preferably more persons who are highly qualified to teach in the seven subject areas. Master's degree will be minimum preparation in the subject field, with professional training plus a year of internship. The earnings of such teachers will be double and triple present figures, ranging from \$10,000 to \$15,000 and up to \$20,000.

Teachers will work 11 months of the year, with one month of vacation. They will have more free unscheduled time than at present. Instead of 30 hours of class time a week, they will be scheduled for 15 or 20 hours at the most. They will have time to plan and prepare, to be scholarly in their fields of knowledge.

The teacher-pupil ratio will be higher than at present; instead of 1:20 it will be nearer 1:40. But each qualified professional teacher will be supported by assistants, clerks, readers, and other specialists. The bulk of the routine of management and supervision of playgrounds and halls will not be part of the load of the professional staff.

One professional teacher will act as chief of staff, co-ordinating the activities and efforts of the total staff in the development of the educational program. The position will be so unlike that of the present principalship that a new title will probably be necessary. The role of principal as we know it today may disappear.

All professional staff members will have appropriate offices in which to work, equipped with the necessary machines and manned by stenographic and other assistants, so that teachers may perform satisfactorily. The professionally qualified and wisely assigned teacher will be elevated in the general structure of the school and community to a place of importance and prestige. The spotlight will be placed on him as the essential ingredient in the educational program. Realization of this objective will be one of the most significant changes to characterize the high school of the future.

STRENGTHEN GUIDANCE SERVICES

In providing effective guidance, counseling, and psychological services in the high school of the future, we will have substantially returned advisory functions to teachers. Each of the qualified specialists, as delineated above, will also be a general practitioner for a small group of pupils whom they will meet regularly. The teacher will remain with the same pupils—in his counseling capacity—through their entire high school career. He will provide a continuing link between the school and the home.

In addition, trained psychological specialists will be available in clinics for referral by advisory teachers. The system will be simple and effective.

IMPROVE FACILITIES FOR TEACHER

The school building of the high school of the future will be, in the words of Harold Gores*, "a shell saturated with tools." Instead of spending 80 per cent for building and 20 per cent for equipment, the proportion will be reversed. The aim will be to devote a minimum of money to erect the shell, a maximum for the tools to teach.

The library will be at least as big and as well equipped as the cafeteria and the gymnasium. Individual places for pupils and teachers will be provided, as will spaces of variable size for different sized groups of pupils.

Progress toward the new high school should not wait for the beautiful new buildings; the chrome-plated monoliths

*Dr. Gores is director of the Educational Facilities Laboratory, Inc., 477 Madison Avenue, New York 22, N.Y.



STUDENTS at Mills high school enjoy their cafeteria in airy, well-lighted comfort. Below, another view of the two-year-old Mills plant shows exposed I beams and large panels of enameled metal of an outside wall. On opposite page is a view of the open great court (which was shown in color in the September 12 issue of Time magazine). The Time feature on "Schools of Tomorrow" (in which three of the seven new school buildings shown were Californian) cites theories of J. Lloyd Trump on class size and curriculum revision. The Mills pictures on these pages (and the cover of this issue) illustrate the trend to new ideas in plant design, as well as basic organization and objective as described by the author. (See note on page 3.)

may indeed be an Achilles heel. We need to be on guard lest the American tendency to preoccupation with impressive physical facilities should cause us to forget that our chief concerns are the pupils and the teachers.

Some of the most exciting experiments—and the most gratifying results—now taking place in American secondary education will be found in ancient buildings. New buildings and modern teaching aids can help, but nothing can take the places of teachers and administrators with bold imagination and determination to succeed in their primary functions.

BIG CHANGES TO COME

The high school of the future will have a clearly-defined objective and a broad curriculum, which will be taught in an inquiring manner to students who are highly motivated and given opportunity to learn independently. A highly qualified staff will be properly assigned and adequately assisted.

All of the resources of effective teaching will be brought to bear in a community which understands, supports, and pays for its educational program. Both the individual and the social claim will be met, without sacrifice of either. Nothing short of this will meet the challenge of the future.

★★



A review of challenging new
experiments in staff
utilization by

Robert B. Moore

Dean of Instruction, Orange Coast College, Costa Mesa, and formerly associate director of the NASSP Commission on Staff Utilization, Mr. Moore has written expressly for the Journal a summary of major findings described in the two Trump booklets. *Images of the Future* (48 pp) and *New Directions to Quality Education* (16 pp), from which the title of this article was taken, are available without charge from NASSP, 1201 Sixteenth St., N.W., Washington 6, D.C.

NEW DIRECTIONS TO QUALITY EDUCATION

NOT LONG AGO a national magazine used its editorial page to report a successful program of foreign language instruction which was being carried on over a local television station in New York City. The editorial

was not intended to praise education, or solely to report a newsworthy fact. It was intended to scold and embarrass the professional teacher. The point of the report was not that foreign language was successfully taught over television—it was that the teacher who was so successful was unprepared for professional teaching and was not, in fact, able to qualify for a classroom teacher's credential in the State of New York.

Such articles as the one above appear with increased frequency, and, though we should build an immunity, each one hurts. To ourselves and anyone in hearing we argue—

"If my teaching were confined to twenty-five minutes a day I'd look good, too!"

"I wonder who's supposed to take care of the other five and one-half hours of the teaching day?"

"Who reads the themes and nurtures the written expression of the students?"

"How about those vital moments in classroom discussion when teacher and student, or student and student, match ideas—when the students get the feel of defending their opinions—when future citizens gain an insight into the workings of public opinion?"

—and on and on until the issue has been resolved in favor of the conventional pattern we follow—or has it?

During the past few years a number of junior and senior high schools in California have found that it is possible to arrange the schedules of faculty members so that they, too, can have the privilege of extended time for planning and preparation prior to a relatively short presentation.

Other schools have found that it pays in learning dividends when a share of the theme reading, the roll taking, and the assignment giving is delegated to instructional assistants with somewhat less professional training than the certificated classroom teacher.

Relatively mild shifts from the period-a-day-five-days-a-week classroom schedule have resulted in increased student productivity in science laboratories, architectural drafting, and manual arts classes. In these and similar classes involving a fixed amount of "get ready" and "put away" time, each minute added becomes a full minute of learning time. Doubling the time of a period may triple the productivity of the student.

Undoubtedly, many of these innovations in California schools have resulted from the work of Dr. J. Lloyd Trump and the Commission he represents. In

his two recent publications, *Images of the Future* and *New Directions to Quality Education*, Dr. Trump proposed a plan of action intended to improve the quality of education in America's secondary schools. His plan must be given respectable consideration by the lay public, the classroom teacher, and the school administrator. In the past four years over 150 junior and senior high schools throughout the United States have re-examined their instructional programs with consultative and financial help from the Commission he directs.

These schools have compared their traditional instructional program with an experimental one involving a greater degree of flexibility in the use of faculty, a modification of class time, a variability of class size, the utilization of instructional assistants, and an increased use of mechanical and electronic aids to teaching.

Today, the feedback resulting from these experiences provides the largest single body of available information on new techniques of instruction in this vital area.

The Commission Dr. Trump heads enjoys a descriptive title: The Commission on the Experimental Study of the Utilization of the Staff in the Secondary Schools. It was appointed by the National Association of Secondary-School Principals, and financed through grants from the Ford Foundation's Fund for the Advancement of Education.

The key to this plan has been the rearrangement of the time and tasks of the teachers and the students. To accomplish this, the singular assignment of generalized tasks to each teacher—the 30 students per class, five periods per day, five days per week routine—has been broken. Teachers have combined their planning, preparation, and presentation with fellow teachers. In most instances the combined force or "team" has been in one subject area or one department such as American Government or Language Arts. However, many of the highly successful teams have been interdisciplinary. The junior high schools that have experimented with revisions in staff assignments have found that the teaming of language arts teachers with social studies teachers gives to the "common learnings" or "core" phase of their curriculum many advantages that were frequently not found when a single teacher attempted

the presentation of this combined course of study.

Teams of teachers find there is a great advantage in the division of labor that results. Full utilization of this advantage occurs when it becomes administratively possible to vary class size to fit the needs of the teacher's presentation. When the presentation is one in which student discussion is not an important phase—as during a lecture, a film or a tape recording—a single presentation to a large group results in an additional amount of planning time for other members of the teaching team.

An example of this is last year's schedule of the biology teacher at Golden high school—a school in the Jefferson County (Colorado) Schools experiment. As a member of the science team of that school he met only one class on Monday. However, this class included all of the 180 biology students in this school. During the remainder of the school week he met these students in smaller groups for two laboratory or discussion periods—each of which was two full class periods in length. By such an arrangement, the students received the usual five hours of weekly instruction in biology. The instructor taught 21 hours in contrast to the usual 25, and had four additional periods of professional planning time each week. The longer blocks of laboratory time enabled the scheduling of experiments which failed to fit the conventional one-hour period.

Schools using variable class sizes can bring community resources into the instructional phase of the school. The community expert is very willing to talk to a large student audience—a willingness seldom tried in the conventionally scheduled school as the teacher is reluctant to ask him to spend the entire day repeating the talk to five or six different groups.

Obviously, the large group presentations give no opportunity for student discussion or individual supervision. These needs must be met in other-sized groups. According to Dr. Trump, the discussion groups should meet on the average of one period a week, and the size of the group should not be over 15. The social studies team at Fremont high school, Sunnyvale, found that these seminar-type groups worked best when student leaders were prepared in advance to direct them. A recorder reported the results of the session to faculty and students. Constructive supervision was maintained by the fac-

ulty members as they moved from group to group. In this phase the teacher must take the role of the consultant—the resource person who is called on when unexpected questions arise. This role, according to Harold Howe, former Principal of Newton high school, Newton, Massachusetts, is the most difficult one for the conventional teacher to assume.

The Trump Plan^{*} suggests that students should spend two days of the week in independent study. In *New Directions to Quality Education*, Trump says schools could accomplish this if they would "provide independent study spaces for reading, listening, viewing, thinking, writing, and recording; furnish areas for independent work in laboratories, shops, creative arts studios, and homemaking suites; and provide instruments to enable the student himself to make an immediate appraisal of how well he has learned."

Not all tasks carried out by teachers today require the training or ability possessed by the professional teacher. Under the plans followed in the experimental schools the tasks of the teachers have been catalogued according to difficulty and importance. Those requiring a lesser trained person than the teacher are delegated as instructional assistants. All of the schools have found that there is a tremendous amount of talent available in their communities which can be used as part-time or full time assistance to the professional teachers. Some aides may have the ability to do many of the para-professional tasks such as: correct English themes for grammar, spelling, and punctuation; criticize reports of laboratory experiments; or help students in supervised study. Others may type, take roll, and issue make-up assignments. Still others may supervise halls, lunchrooms, and play areas.

The secondary schools in San Diego have recruited their assistants from the teaching majors at San Diego State College. When these students are assigned

to a team which is in the area the student eventually hopes to teach, the results are doubly rewarding, for the students are learning to do exactly the kinds of things they will be expected to do as professional teachers.

The use of instructional assistants calls for a change in teaching procedures. When teaching tasks are catalogued and then arranged in order of relative importance, the teacher finds that many tasks from which he has received a great deal of satisfaction and on which he may have been evaluated by his administrator, are those which logically should be delegated to the teaching aide. Additionally, these tasks which are to be delegated are usually the easiest ones. In consequence, the teacher finds he can and must spend more time than he previously did on those remaining, difficult, and highly professional tasks for which he has been trained.

This program lends itself to the increased use of the many new mechanical and electronic aids to instruction. The large group sessions can utilize to the utmost the movie, the 2 x 2 slide, and overhead projectors. The student assigned to independent study can use the tape recorder, the language laboratory facilities, and the newly developed teaching machines. Schools that have followed experiences with Staff Utilization by installing television facilities have found that the techniques developed by the teachers in their presentations to the large group classes are those most easily adapted to television teaching. In conventional schools teachers fail to utilize audio-visual aids because they lack the time needed to find, order, or make the aids. By providing the teacher more time, an increased use of these important teaching tools has resulted.

All of the various phases of the plan are aimed at facilitating the professional tasks of the teacher. In the final analysis it may well be that the greatest benefit that has accrued has been the increased amount of contact between the classroom teacher and the school administrator. It has placed on the classroom teacher the burden of justifying by adequate planning any revisions of the school procedure. Obviously, it is not possible to rearrange the school schedule, the faculty assignment, the student assignment, and the class sizes without a common understanding between teachers and administrators. ★★

^{*}Two films describe the plan. Title of the films are . . . *And No Bells Ring* . . . Parts I and II. Part I shows the use of a teaching team. This team would be the natural result from the concept of Large Group Instruction, which leads to Small Group Discussions, requiring the use of a Teacher Assistant. Part II shows several students in situations which could be possible only with the adoption of the Trump Plan: individual students taking responsibility for part of their education, studying materials necessary to them which are not part of the regular school curriculum; students on individual projects in the laboratory, where each one's experience may sometimes help a classmate in a different project; students learning languages in small groups, listening to tape recordings and taping a lesson themselves, which they will later discuss with a teacher. Ford Foundation financed publication of "Images" and the films.

FOR FURTHER READING...

THE HIGH SCHOOL OF THE FUTURE, title of the feature article in this issue by Prof. Robert N. Bush, presents some widely-accepted views on secondary school organization. However, Dr. Bush is not alone in forecasting new trends in the high school or in suggesting what should be changed.

For those who wish supplementary reading on this subject, Mrs. Bess Cleaver, principal library assistant at the Cubberly Library, Stanford University, has prepared a bibliography. Admittedly not all the subjects included have equal importance or validity but here are the major books and magazine articles which have appeared in print in the last two years on the general subject of the high school of the future.

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American Association of School Administrators. *The High School in a Changing World*. 36th Yearbook. NEA-AASA. 383 pages.

"Are High Schools Becoming Junior Country Clubs?" *American Teachers Magazine*, April 1959, P. 9-10.

Ashby, L. W., "Sizing Up the Sixties," *Nation's Schools*, January 1960, P. 49-51.

"Authoritarianism vs. Rejection," *Journal of Educational Research*, September 1959, P. 33-34.

Bienestok, T., and Sayres, W., "International Perspectives on Secondary Education," *Educational Forum*, May 1960, P. 473-484.

Bush, R. N., "Clarity of Aim for the American High School," *California Journal of Secondary Education*, December 1958.

Chicago University, Conference on the American High School—"High School in a New Era," 1958.

Chilcott, J. H., "Secondary School of 1985," *Clearing House*, February 1960, P. 371-372.

Conant, J. B., "Our High Schools Can Be Better," *Education*, September 1958.

Conant, J. B., *Revolutionary Transformation of the American High School*, The Harvard University Press, 1959.

"Conservation of Human Resources," *Junior College Journal*, September 1959, P. 1-2.

"Creativity," *Journal of Educational Psychology*, August 1959, P. 147-152.

Derthick, L. C., "How High School Programs Can Be Improved," *School Review*, March 1958.

"Digest of Twenty-One Recommendations for High School," *Catholic School Journal*, September 1959, P. 59-72.

"Discipline and Common Sense," *Clearing House*, September 1959, P. 29-30.

"Discipline and Freedom," *Clearing House*, October 1959, P. 90-94.

"Do High School Graduation Requirements Challenge the Best Students?" *School and Community*, November 1959, P. 13.

Elicker, P. E., "Our Evolving Secondary Schools," *High School Journal*, April 1958.

Turn to page 28

What shall we use for a yardstick?

DR. MARGARET MEAD, noted anthropologist, delivered the Cubberly Lecture at Stanford University July 12. Her subject, "The High School of the Future," is summarized in a few words below. The following day, a principal conference speaker was FRED HECHINGER, education editor of the New York Times, who spoke on "The High School and the American Public, A Search for Quality." His concluding remarks are given below.

EDUCATION must be seen as a life-long affair, to be distributed very differently than it is at present, over a whole lifetime, instead of over only the first fifth or quarter of a lifetime.

Seriously considered, such an approach would give us great freedom. Things would not have to be taught in high school, or in college, or never learned at all.

Leaving school entirely for some other sort of experience would not be a fatal handicap, but possibly a considerable experiential asset.

Good students of forty would be preferred to indifferent students of fifteen. Parents and children, or even grandparents and children could study a subject together.

This approach would make it possible to consider high school in an entirely new light.

Do we want to mean by high school a part of the educational system requiring certain kinds of preparation and certain kinds of intellectual maturity, or do we want to think about it as the place where we keep young people so that they will be out of mischief, out of the labor market, off the streets and out of their parents' hair? Or defined in no terms except the age of the young people and our general conceptions of what a school is? Or as a sort of an acceleration device to push up the educational level of the population a little higher for everyone? Or can high school be a place where there is enough commonality of experience so that rich and poor, bright and stupid, gifted and ungifted, eager and lazy, young people all come to share in some of the values of their society, to have words in which to discuss them and images with which to think about them?

—MARGARET MEAD

THE NAME-CALLING, we hope, is a matter of the past. It has not been without value: it has underlined the absurdities on both sides of the fence. But the job now is not to make education a mass entertainment, administered by democratic public opinion polls. The job is to make education safe for democracy and to make democracy safe through education. This cannot be done by ignoring national goals and public policy. It cannot be done by making children unguided missiles. The hope for the future is that the best minds among the public and the best minds in the profession will collaborate to set new standards. In doing this they will run into pressures and opposition, much like the sponsors of high-quality TV programs. The future, faced by this fusion ticket of professional and public intelligence, will merely be the obstacle course of vulgarity and pressures that confronts all leadership.

—FRED HECHINGER

NEW TRENDS

LENGTHENED school day, more homework assignments, emphasis on science and foreign languages, and extensive use of television were among trends discovered by National Education Association in a nationwide survey as the school year began last month.

Below are a few news items from the NEA survey, illustrating particularly trends in secondary education, pointing toward widespread "tightening up" on curriculum:

Oakland, Calif.—Talented high school pupils will be offered advanced physics and electronics in specially equipped laboratory added to Chabot Observatory, owned and operated by Oakland School District. Aim is to develop total science center for Oakland public schools.

Palo Alto, Calif.—Pilot study on guidance in secondary schools aimed at meeting recommendations in Conant report.

Sacramento, Calif.—Enriched accelerated program offered to gifted in intermediate grades enabling them to complete three years work in two. Aim is not to speed the pupil through, but to enable him to use the extra year in college work later.

San Francisco, Calif.—New biochemistry laboratory established with National Defense Education Act and Miranda Lux Foundation funds will be used by high school classes during regular hours and after school and on Saturdays by students of grade five and up from around the school district. Latter will be offered programs in astronomy, biology, biochemistry, geology, mathematics, and chemistry.

Salt Lake City, Utah—West High School to have ability grouping in English, social studies, science, and mathematics. Courses planned for slow learners, average, and gifted. Also new courses in arts and business education.

Tacoma, Wash.—Research project to determine effectiveness of electronic foreign language laboratories installed last year in three high schools; planning three new elementary schools to combine regular facilities and aids for the handicapped so that students who need physical, occupational, or other therapy may spend part of school day in regular classroom.

Phoenix, Ariz.—Local commercial television station has made available a half-hour segment five days a week for senior social studies course.

Hawaii—Asian language programs extended by employment of five specialists who will teach Chinese, Japanese, and Hindi to classroom teachers as well as their pupils. Teachers, learning along with pupils, will get added help from specialists.

Syracuse, N. Y.—Longer school day (8:45 a.m. to 3 p.m.) to permit additional classroom time, usually seven-period day, with half hour for lunch.

White Plains, N. Y.—New senior high school has six buildings on campus. "Home rooms" abolished in favor of "teacher-counselor" system. Groups of 45-55 students will have same teacher-counselor for three years. Longer school day—eight instructional periods.

Buffalo, N. Y.—All teachers, kindergarten through grade 12, to attend series of meetings aimed solely at improvement of instruction. Topics for discussion at these meetings were developed out of preliminary series of five meetings held last Spring.

Newark, N. J.—Russian offered in two high schools, a three year course; accelerated mathematics course to offer college level work in fourth year for talented high school students.

Ridgewood, N. J.—High school students offered advanced work during summer in mathematics, history and languages; new algebra course, developed through research at Illinois University, to be offered in eighth and ninth grades.

Erie, Pa.—Special classes for 25 highly gifted senior high school students who will do college level work.

Pittsburgh, Pa.—Ford Foundation grant of \$128,400 for teacher-team approach in five neighboring schools where enrollment totals 4600. Program will offer additional opportunities for the able; broader scope for those progressing at normal rate; particular attention for those needing extra help.

Scranton, Pa.—Follow-up study of all 1959 high school graduates to be made at one- and five-year periods. Purpose: to evaluate curriculum and guidance programs of the schools in the light of later educational and occupational experiences of graduates.

Wilmington, Del.—New large comprehensive senior high school to offer expanded program of instruction particularly in modern languages, industrial arts, and business training; exploratory program in psychiatric nursing and rehabilitation to be added to vocational high school courses in practical nursing.

Miami, Fla.—"Early bird" classes (7:30 a.m.) to offer students a seventh period for music, typing, and other subjects they may be unable to fit into their regular high school schedule; accelerated mathematics program to be offered to able students, beginning in junior high.

Atlanta, Ga.—Particular attention this year on the humanities. Intention is to re-establish history, the fine arts, literature, and ethical and esthetic values generally to a position of "fundamental and basic importance."

East Baton Rouge, La.—Junior and senior high schools to use newly developed mathematics materials of the School Mathematics Study Group on an experimental basis.

Youngstown, Ohio—Experimenting with hand-operated mechanical calculating machines in arithmetic classes for selected groups; new foreign language laboratories in two high schools; microprojectors ordered for each elementary school for science classes.

Akron, Ohio—Will begin a fully articulated eight-year foreign language program, starting with the fifth grade and continuing through high school. French and Spanish will be offered.

Chicago, Ill.—Undertaking major study of high school dropouts, seeking a program of studies that might keep these students in school.

THE HIGH SCHOOL, THE CURRICULUM, AND THE PUBLIC was the title of a workshop for secondary school administrators and teachers at Stanford University July 11-15. Co-directors were Prof. R. N. Bush, author of the article on page 6 of this issue, and Prof. J. Lloyd Trump, author of the reports described on page 10. Stanford offered an eight-week summer program on secondary education, including the Cubberly Lecture and conference of July 12-13. (See page 12 for comments of participants.) Dr. Trump also participated in a workshop at University of San Francisco July 5-8 on "The reorganization of modern secondary education."

ROBOT TEACHERS: The first national exhibition of teaching machines, held in Washington, displayed machines designed to teach facts about the old and new Testaments, classical music, Russian language, how to play golf, and perform a surgical operation. The exhibition was held in the auditorium of the Department of Health, Education, and Welfare. A more extensive display of the electronic teachers is scheduled the first week of November in Los Angeles at the Business Equipment Exposition, sponsored by the Office Equipment Manufacturers Institute.

SCHOOL PLATFORM: Philip H. Willkie, son of Wendell Willkie, is a candidate for the post of Indiana State Superintendent of Education. His platform: reading instruction by the phonic method, more grammar in elementary schools, a solid academic curriculum in high schools.

GETTING ATTENTION: The "little" schools, in Columbia, South Carolina, are attracting nationwide attention and hosts of educational visitors. The idea behind the Little School Idea is to create a favorable climate and condition for good guidance. Each little school enrolls 300 pupils.

NEWS OF STATE AND NATION

MOST CONTROVERSIAL CURRICULUM STORY in California this year is the Report of the San Francisco Curriculum Survey Committee and its rejoinder by Dr. Harold Spears, San Francisco Superintendent of Schools. The report, written and presented to the president of the board of education March 29 by eight professors of the University of California and Stanford University, contains 193 paragraphs giving strong opinions on virtually all phases of the school curriculum. A printed 64-page booklet containing the Report is available from the Board office, 135 Van Ness Ave., San Francisco 2; price 50 cents.

Dr. Spears' "Preliminary Reactions," a 48-page booklet (available at the same address) dated May 13, recommended 23 steps which could or would be effectively instituted at once in line with the Report, 20 steps which are not within control of the local school district, and 12 steps which would require major budget allotments not now provided. In addition, he discussed the basic elementary program, the form and function of the high school, and a review of the Report's recommendations as compared with his curriculum strengthening program.

Using the Report as a springboard, CTA's Commission on Educational Policy and five affiliated organizations (CASA, CESAA, CASSA, CJCA, and CASCAD) composed a statement entitled "Judging and Improving the Schools: Current Issues" which went to press in mid-September. It answers the scholars' contention that "the purpose of education is to inform the mind and develop the intelligence" with a statement of basic American educational philosophy that a varied curriculum shall be available to *all* students.

THE CITIZENS' ADVISORY COMMISSION ON PUBLIC EDUCATION, after months of preliminary hearings and debate by subcommittees, adopted three strong recommendations at a meeting at the Hilton Inn, San Francisco International Airport, September 3-4. Recommendations of the 27-member advisory body to the Legislature included (1) increased mandatory time devoted to reading, writing, and arithmetic in elementary schools; (2) mandatory state-wide testing for public school pupils; (3) lengthening of the secondary school day to a minimum of seven class periods so as to provide necessary time for academic instruction, but with no addition to the presently existing teacher load. Other recommendations for changes in the Education Code included eliminating driver education and training, adding mandatory teaching of one or more foreign languages commencing with the sixth grade, and making physical education in junior colleges elective rather than mandatory.

When the Commission met again September 16-17 it took these additional actions: (1) recommended that state provide the best textbooks available, regardless of whether they were state-printed or purchased on open market; that the Curriculum Commission (which selects textbooks) have meetings open to the public, and that displays of recommended books be available to parents in each Assembly district (2) proposed that district bonding limits be lifted from 5% to 6% of assessed valuation (for elementary and high school) (3) proposed that Legislature modify present law which gives planning commissions final word in selection of school sites.

CONGRESS ADJOURNED September 1 without taking final action on federal support for schools. In spite of Senate passage of the \$1.8 billion McNamara Bill which would have provided federal assistance for school construction and teachers' salaries and House passage of the smaller construction-only Thompson bill, the Congress reached no agreement. The unanimous Senate request for conference with the House was turned down by the House Rules Committee in a 7-5 vote. Efforts to force reconsideration by the Rules Committee in the bobtail session of Congress were not successful. Meanwhile federal support rated top position in the political debates leading to the November 8th Presidential election. That a bill will be drawn again in the early days of the new Congress in January seemed a certainty.

ACTIVE ENROLLMENT in California schools, as of March 31, 1960, was 3,259,556, kindergarten through grade 14, an increase of 6.1 per cent over a year earlier. Bureau of Education Research, State Department of Education, reports an additional 541,250 enrollment of adults and students in special classes. Gains were recorded at every grade level except junior college, which showed a decline of 4.7 per cent compared to an increase of 6.7 per cent between 1958 and 1959.

DROP-OUTS, considered an "unconscionable human waste" of the 7½ million young people who will leave the classroom before high school graduation in the next decade, deserve the consideration of every teacher in America, according to Secretary of Labor James P. Mitchell. He said, "The labor market into which these youths will be entering is one geared to a business and industrial machine growing in complexity and skill requirements . . . employment opportunities for the untrained, unskilled, uneducated are in an area of accelerated decline." Last October the unemployment rate of youth age 16 and 17 who were not in school was 21 per cent compared to 4.7 per cent of the labor force as a whole.

ELIZABETH O. WILLIAMS, head supervisor of the library section, Los Angeles City Schools, president of American Association of School Librarians, will be in office when AASL is admitted to department status in NEA next summer. Joseph M. Nelson, supervisor of driver education, Oregon State Department of Education, will be president of American Driver Education Association when it is admitted to the NEA family. The two associations were approved as new departments by NEA Delegate Assembly in Los Angeles this summer.

PERSONNEL STANDARDS and the field of ethics and competence in the teaching profession will be the subject of Consulting Group study for the spring of 1961. CTA's Consulting Group project, now entering its third season, has undertaken discussion topics on Teacher Education (1959) and Public Relations (1960). A study guide on Personnel Standards will be prepared by James Williamson and will be published in the December CTA Journal.



LEO F. CAIN, left, vice president of San Francisco State College, was named president-elect of the Council for Exceptional Children (NEA) at a convention held in Los Angeles last April. "Training programs for every teacher should include information concerning the handling of exceptional children, since almost 75 per cent of these 'problem' children are now enrolled in regular classes and teachers generally receive no special training to handle them," said CEC President Ivan K. Garrison. Mrs. Frederica Bertram, a retired teacher of Oakland public schools, received a certificate of recognition of her outstanding work as a teacher of partially seeing children by the National Society for Prevention of Blindness, a division of CEC-NEA.

SIXTH ANNUAL PRESIDENTS' SEMINAR for leaders of locally chartered CTA chapters, was held August 28-31 at Asilomar, Pacific Grove. More than 450 presidents took part in the intensive three-day, eight-session seminar, sponsored by CTA Field Service and directed by Robert Rees. Staff executives of state headquarters led fast-moving presentations on "how to do it" techniques in organization.

EVERY ONE of California's counties is represented in the file of policy holders for the CTA-sponsored California Casualty auto insurance plan. Last to be added was tiny Alpine county, which employs five teachers. F. McElwain Howard, executive secretary of the Northern Section, reports he went to Alpine county last summer, found four teachers absent, signed up the only remaining teacher for the Plan. That 20% acceptance compares favorably with the best in the state, he claims proudly.



PRUDENCE BROWN of Santa Margarita is attending California State Polytechnic College at San Luis Obispo on a SCTA chapter scholarship. Shown presenting the notification is Dr. Ed Ernatt of Cal Poly's education department; looking on are John Honeyman, president of Cal Poly SCTA chapter, and Dr. Barron Wiley, faculty representative.

CTA Journal, October 1960

KATHERINE CARR, 92, retired Los Angeles teacher, took off by jet polar flight in August to visit the major capitals of Europe. Miss Carr had taught at Los Angeles high school for 30 years.



PUBLISHERS of workbooks and other printed materials to supplement teaching machines expect to corner the lion's share of a future \$100-million-a-year business. *Education Summary* reported that one manufacturer estimated programming cost of one of the simple \$200 machines at \$20,000 for a single one-semester course.

THREE UNIVERSITY executives were appointed by Governor Edmund G. Brown September 14 to represent private schools on the Co-ordinating Council for Higher Education. They are the Rev. John F. X. Connolly, president of the University of San Francisco; Robert J. Wert, vice-provost of Stanford University; and Dr. Arthur Coons, president of Occidental College, Los Angeles. Dr. Coons was chairman of the Master Plan Survey of higher education in California and Dr. Wert was a member of the survey team. The Council also includes three from State Colleges, three from the University of California, three from junior colleges, and three representing the public at large. (See *CTA Journal*, April 1960)



A JAPAN STUDY TOUR sponsored by CTA Southern Section last summer took this group of Californians across the Pacific on American President Lines *SS President Hoover*. First educational study project of its kind to be sponsored by the Section, Tour Leader Jack Robinson (second from left) pronounced it successful.

MELVIN KELLER, 34, president of CTA Bay Section since July 1959, was named California's fourth NEA Director this summer. Currently an elementary principal in Lincoln unified school district, Stockton, (where he has been employed for eight years), he formerly taught two years in Nebraska. He was president of CSTA when a student at College of the Pacific in 1951 and has served on Bay Section Council for five years. A life member of CTA and NEA, he is also a member of CESAA, AASA, Phi Delta Kappa, Commonwealth Club, and NSPRA. His wife, Alvina, is assistant registrar at Stockton College.



FIELD CONFERENCES, scheduled by a large percentage of CTA's 650 chartered associations for the Fall months, will continue to provide discussions of CTA and Section organizational objectives. One of the items on most agendas will be procedure on the 1960-61 Consulting Group program, which will begin its third season in December and end in February. Orientation of group leaders will be handled at Field Conferences instead of at special meetings with staff executives. Summaries of group consensus reached in the 1959-60 meetings on "Images of the Profession," as well as revised discussion guides and subject outlines will be mailed to leaders this month. Dr. Kenneth R. Brown is co-ordinating the statewide program of consulting groups on personnel standards.

THREE CTA SECTIONS held their annual leadership training conferences in September. The remaining schedule this year is: North Coast Section, October 7-9 at Redway; Bay Section, October 21-23 at Asilomar; and Central Section, November 4-6 at Asilomar.

NORMAN HASS, member of the CTA Board of Directors, is a Democratic candidate for Congressman from the 24th California district. A public school teacher in Los Angeles, Hass has long been a leader in educational and political organizations. His name was inadvertently omitted from the news story in September *Journal* which listed 19 California teachers who are candidates for state or national office at the November election.

BASIC TECHNIQUES IN SCHOOL RESEARCH will be the theme of the twelfth annual state conference on educational research to be held at the Villa Hotel, San Mateo, November 18-19. The two-day meeting will be sponsored by the state advisory council on educational research and the California Teachers Association, with Dr. Arthur P. Coladarchi, Stanford University, as chairman. Discussion subjects will include teaching machines, data processing, survey techniques, experimentation, hypotheses, interviewing, sampling, community studies, and value analysis. Pre-registration may be addressed to CTA Research, 1705 Murchison Drive, Burlingame.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, following its traditional pattern of holding regional conventions every third year, will have 1961 meetings at San Francisco, February 25-28; St. Louis, March 11-14; and Philadelphia, March 25-28.

WALTER J. ZIEGLER, superintendent of San Gabriel school district, was winner of the 1960-61 S. D. Shankland memorial scholarship for graduate study. The \$1000 award is offered annually by Associated Exhibitors of NEA to selected young men who plan to make superintendency a life career.

NATHANIEL S. COLLEY, 41, Sacramento attorney, was appointed by Governor Edmund G. Brown to the State Board of Education August 31 to fill the unexpired term of Warren Christopher. Colley is the first Negro to be appointed to the state board.

CTA MEMBERSHIP as of August 31: 112,444
Same date last year: 102,474

RUSSIA AND HER SATELLITES will be the topic for the fall meeting of the Social Studies Council of Northern California at San Jose State College October 22. The program, beginning at 9 a.m., will include speakers who have visited the Soviet Union within the past year.

TEACHER-TRAINING will be secondary to liberal arts emphasis in the new state colleges, Louis Heilbron, president of the state board of education, said after the meeting of September 16. Curriculum plans for three colleges expected to open in 1961 and 1962 were criticized by the board for heavy use of education courses. Under the state's new Master Plan for Higher Education, Heilbron pointed out, strong subject-matter teaching will be required, rather than teaching methodology.

ENGLISH READERS will be employed by San Francisco city school district. Fourteen Civil Service positions were created September 18 by the S.F. board of supervisors, providing 30-hour, 30-week year at \$2.58 an hour, for readers who will correct pupil written compositions, relieving the load on teachers of English. Readers will be college graduates who majored in English but will not be required to hold credentials. Two readers, for trial periods, will be assigned to each of San Francisco's seven high schools. First Civil Service examination was postponed because there were too few qualified applicants.

COMMUNICATION RESEARCH will be supported in four California institutions by grants recently awarded under Title VII of the National Defense Education Act. Federal funds will be made available for experimentation in communications media, mostly motion pictures and television. Grantees (among the 32 awarded in August) include Pacific Union College, UCLA, USC, and San Jose State College. The latter school will study the influence of a teaching machine program on foreign language teaching.

ADULT EDUCATORS will hold a national adult education conference at Denver, Colorado, October 13-17. Dr. Arthur F. Corey, CTA executive secretary, is scheduled to deliver the keynote address.

SCHOOL SYSTEM SERVICE is a new publications and editorial plan for interstaff and community-wide communication, inaugurated by National School Public Relations Association to mark its 25th birthday. NSPRA, observing its anniversary at a five-day seminar in San Francisco in July, heard Arthur F. Corey say, "Emphasis on quantity in the school story is giving way to emphasis on quality." Four Californians were among the 23 charter members of the "educational publicity" group formed at Denver in 1935.

LEADERSHIP has many definitions. In motion pictures a leader is a length of black film; in nautical terms, it is a block of hard wood. In printing, a row of dots or hyphens. In engineering, a hot air pipe. In fishing, a short length of transparent fiber. In horticulture, the top-most branch in a tree. In merchandising, an article sold at a reduced price to attract customers. In agriculture, a horse placed at the head of a team. In education, a leader is one who guides or shows the way, one who is followed by others because of his conduct, opinions, and understanding. He is the front person in an advancing body.
—Joe Chandler, speaking at NASSTA workshop, June, 1959

PRESIDENT'S COMMISSION ON NATIONAL GOALS will publish in December a report which will "look to the next decade" (paper-back, \$1, publisher not designated). Sixteen articles will include appraisals of education.

MORE THAN THREE-QUARTERS of U.S. secondary school pupils came out of six-year systems (combined junior-senior high schools) during the past decade, according to Dr. William T. Gruhn, chairman of National Association of American Secondary-School Principals. The 6-6 system deserves more attention, he says.

STUDY GUIDE to 1960 elections, an 8-page pamphlet containing maps, charts, and illustrations, is available without charge from NBC Program Information, Room 322A, 30 Rockefeller Center, New York 20. Teachers are requested to order only minimum requirement for class use.

ELECTIONS, 1960, is the title of a resource guide for teachers, published by CBS Television Network in cooperation with NEA and National Council of Social Studies. Free copy available from NEA Press and Radio, 1201 16th St. N.W., Washington 6, D.C.

WOMEN LEAD, 722,000 to 115,000, as elementary teachers in the U.S. Men hold a slight numerical advantage, however, at the secondary level (257,212 men to 254,395 women), according to an NEA survey for 1959-60.

SCHOOL BOND ELECTIONS in the U.S. have shown marked uptrend in approval, according to preliminary estimates published by NEA Committee on Educational Finance (quoting from Investment Bankers Association, Washington). This is the result of elections held the first six months of this year:

Month 1960	Number of elections	Total value (in thousands)	Per cent approved (by value)	Per cent approved (by number)
January	82	57,029	90.3	87.8
February	141	135,648	85.2	81.6
March	100	159,670	86.9	84.0
April	76	114,184	73.2	71.0
May	149	213,184	59.3	72.5
June	95	455,390	92.2	67.4

WILLIAM NOLAN, journalism teacher at Richmond high school, received last summer the *Wall Street Journal* Newspaper Fund's \$1000 award. The award goes annually to WSJ Fund Fellows for "devising the best high school journalism course in the U.S. to interest young people in journalism as a profession."

SPECIALIST-TEACHERS—51 of them—will go to work as paid teacher assistants in ten Los Angeles public high schools and at the same time they will be graduate students at USC, on their way to the masters' degree. A Ford Foundation grant of \$660,000 made possible a cooperative USC-LA Schools project in which the 51 were screened from 1000 applicants. The S-T program is said to be the first in the U.S. in which the school system assumes a share of responsibility for training of its own teachers.

A TEACHER'S AWARD program held in Pomona last April 29 honored 56 teachers of the Pomona unified school district for long service. For service ranging from 15 years to 40 years (Ethel Gardner and Charlotte Johnson achieved the longest record) two Masonic Lodges joined in offering a dinner and program. Assemblyman Ernest R. Geddes, veteran friend of the schools, was master of ceremonies.

RANKING OF THE STATES, a 44-page NEA Research report published last May, says, in the introduction by Research Director Sam Lambert: "California ranks second in median years of school completed by persons 25 years of age and older, third in high school graduates as a percent of eighth-grade enrollment four years earlier, first in average annual salary of classroom teachers, and fourth in current school expenditures per pupil in average daily attendance. For these and other comparisons shown in this report, it must be concluded that California ranks fairly high among the states, although we cannot be certain of its exact position." Of the 66 tables given in the report, California also ranked first in elementary and secondary enrollment (half a million more than New York), per capita total tax collections of state and local governments, and percent of dwelling units in good condition.

THIRTY-TWO NEW GRANTS, at a total cost of slightly less than \$1 million, have just been awarded to colleges, universities and specialized nonprofit organizations for study of methods to make more effective use of new educational media, the U. S. Office of Education announced. This brings to 115 the total number of active grants under Title VII of the National Defense Education Act. Fourteen, each under \$3,000, have been funded under a small grant program initiated last January. Purpose of the small grants program is to foster media research by personnel who are qualified, yet who may have only limited experience in this field of research. It also provides funds for small-scale or exploratory studies, including predoctoral research.

Unique System Devised For Letter Exchange In Foreign Language

In a revolutionary educational experiment last year, 400 seventh grade students at Grant Junior High School, Escondido, California, wrote letters in Spanish to a like number of students in Mexico City. A few days later, they received answers, in English.

The experiment marked the first use of a two-way bilingual letter writing system called Language Gram, devised by a retired Wall Street investment analyst, Henry B. Leighton. "This year," he predicts, "thousands of youngsters will communicate with youngsters of foreign countries through use of Language Grams."

The method can be fitted to any two languages used over the world. Each Language-Gram contains five sheets. Two are for the sending letter and two for the reply letter. There is a vocabulary page of both languages. The first page of either the sending letter or reply letter is in the form of an overlay. It is always in the language of the person writing the letter.

The second page of either letter is an exact duplicate of the overlay page, except that it is expressed in a different language.

On each overlay page there are round holes at the beginning of each sentence, word, or

phrase. An X marked in the round hole will mark the chosen sentence or word on the foreign language page below. The sender and the answerer tear off the first page when finished and mail the second page. Hundreds of different letters can be composed by use of the overlay, due to the variety of choice and the vocabulary page.

Leighton reports a patent for the Language-Gram is forthcoming, and that schools, colleges and universities throughout the country are accepting the use of the letters in language courses. "In every case, the system has received educators' acclaim," he said.

State College Board Named

*Proposition 4 to determine term of office;
Chief administrative officer to be selected*

IN THE GOVERNOR'S Council Room on August 12, the Trustees of the State College System of California met for the first time to initiate plans for the management, administration, and control of the 15 state colleges on July 1, 1961. Governor Edmund G. Brown, an ex officio member of the Trustees, presided over the brief session.

Lieutenant Governor Glenn M. Anderson, Superintendent of Public Instruction Roy E. Simpson, Speaker of the Assembly Ralph M. Brown, and the chief executive officer of the state college system (to be selected) are ex officio Trustees under terms of Senate Bill 33, added to the Education Code (Division 16.5 Higher Education) at the 1960 extraordinary session of the Legislature.

The members of the State Board of Education are included by law among the first 16 appointive members of the 21-member board. With the resignation of Warren M. Christopher at the meeting, nine of the ten State Board of Education members will assume the new role: Byron J. Atkinson, Los Angeles, associate dean of students, UCLA; Mrs. Talcott Bates, Carmel, housewife; Thomas Braden, Oceanside, publisher of the *Blade-Tribune*; Raymond J. Daba, Atherton, attorney-at-law; Donald M. Hart, Bakersfield, automobile dealer; Louis H. Heilbron, San Francisco, attorney-at-law; Dr. Mabel E. Kinney, Los Angeles, member of the Commission on Civil Rights; Mrs. Seymour Mathiesen, Fresno, housewife; Thomas L. Pitts, San Francisco, executive secretary-treasurer, California Labor Federation, AFL-CIO.

The seven new Trustees appointed in early August by Governor Brown are: William K. Coblenz, 37, member of the San Francisco law firm of Jacobs, Sills and Coblenz; William I. Luckman, 50, head of Luckman and Associates, architects, Los Angeles, and former president of Lever Brothers; Theo-

dore Meriam, 50, manager of M. Oser & Company, Chico department store, and director of the Lassen Savings and Loan Association; J. Philip Murphy, 52, of San Francisco and Piedmont, vice-president of Yuba Consolidated Industries, Inc., and vice-president of the Independent Colleges of Northern California; Herman H. Ridder, 52, Long Beach, president of Ridder Publications, Inc., a publishing firm including the Long Beach *Independent* and *Press Telegram*, San Jose *Mercury News* and Pasadena *Independent* and *Star News*; Paul Spencer, 55, San Dimas, citrus rancher and head of the Paul Spencer Construction Company; and Allen J. Sutherland, 64, San Diego banker, civic leader, and former member of the State Board of Education.

The Trustees elected Mr. Heilbron and Mr. Braden chairman and vice-chairman, respectively, positions which they also hold on the State Board of Education. Three committees of five members each were appointed on budget and finance, organization and rules, and the selection of a chief executive officer and such interim personnel as may be required during the planning period. The committee on personnel was authorized to hire on a temporary basis a special assistant to the Trustees and such clerical and administrative personnel as may be needed. It will recommend a title for the chief administrative officer of the State College System.

Terms of the first appointive Trustees were classified by lot so that future four year terms will be staggered. The drawing for terms established the following schedule of expiration dates: March 1, 1961—Bates, Hart, Heilbron, and Murphy; March 1, 1962—Pitts, Ridder, Spencer, and Sutherland; March 1, 1963—Braden, Coblenz, Daba, and Meriam; March 1, 1964—Atkinson, Luckman, Kinney, and Mathiesen. Eight year terms for Trustees of the State College System were provided by the 1960 Legislature in Senate Bill 33, subject to ap-

proval by the electors of Senate Constitutional Amendment 1 (Proposition 4) at the general election, November 8, 1960. Approval of Proposition 4 will require that all Trustees serving on February 28, 1961, draw lots once more to classify the eight year terms.

Concurrent with the creation of the Trustees of the State College System, the 1960 Legislature also created the Co-ordinating Council for Higher Education, advisory to the governing boards of the institutions of public higher education. It will review budget and capital outlay of the University and State College System, advise on the delineation of functions of the several segments of public higher education, and develop plans for orderly growth and the location of new facilities.

The Trustees appointed Louis H. Heilbron and Allen J. Sutherland to represent the state colleges on the Co-ordinating Council. The third state college Council representative will be the chief executive officer. It was announced that the Regents of the University of California had named Regents Edwin W. Pauley and Edward W. Carter and President Clark Kerr to represent the university upon the Council.

Representatives to the Council from the public junior colleges will be Dr. Roy E. Simpson, appointed by the State Board of Education; Mrs. Eleanore D. Nettle, trustee of the College of San Mateo, selected by the board from a list of five names submitted by an association representing junior college governing boards; and Joseph P. Cosand, president of Santa Barbara City College, appointed by the board from a list of five names submitted by the California Junior College Association.

The three members on the Council from private colleges and universities will be appointed by the Governor after consultation with an association or associations of private institutions of higher education. The general public will be represented on the Co-ordinating Council by three persons appointed by the Governor.

Warren M. Christopher resigned from the State Board of Education and the Trustees of the State College System at the close of the August 12th meeting to accept appointment to the Council as a representative for the general public. His Trustee vacancy was immediately filled by the appointment of William I. Luckman. His resignation created a vacancy on the State Board of Education.

—WILLIAM BARTON

More Than Billion Dollars in State Funds for School Building

SINCE 1947 the State of California has provided funds in the form of loans and/or grants to local school districts for the construction of school facilities. These funds are available to those school districts which cannot finance their essential school construction through their own legal bonding resources. Until this year, the State has expended, either from direct appropriation or by State bond issue, a total of \$910,500,000 for these purposes.

At the primary election in June, 1960, the voters of California authorized another State bond issue in the amount of \$300,000,000, making a total of \$1,210,500,000 for this program to date. This bond issue carried by a vote of almost 72 per cent.

More than 650 school districts have received construction funds and have built 3,500 school building projects containing 32,500 classrooms housing more than 1,100,000 pupils.

Since 1952, when the current State Aid Program was enacted, funds have been provided by a State bond issue every two years. During that time many changes and modifications have been made in the program. Initially, the program was limited by the Legislature to the expenditure of \$5,000,000 per month. In 1958, this expenditure authorization was increased to a monthly rate of \$8,000,000 and in 1960, it was increased to a monthly rate of \$10,000,000 in an effort to keep up with the number of pupils that required housing. However, even this last increase has not been sufficient to keep pace with the demands of school districts for State aid for school housing. It has been necessary to operate on a priority basis since the beginning of 1960; that is, school districts with the greatest percentage of need for housing children receive first consideration for the available funds. In January, 1961, the Legislature has the authority, by Concurrent Resolution, to increase the monthly limitation to \$12,000,000.

PAUL I. HOYENGA, supervisor of agency services in the State Department of Finance, Sacramento, is the author of this article. He works in the local allocations division, where H. H. Jaqueth is chief.

As of August 9, 1960, the State Allocation Board had on hand 56 new construction project applications with a total estimated cost of \$18,000,000 and 62 site purchase applications with an estimated cost of \$7,000,000 for which there was not sufficient money to give initial approval. In addition, 15 school districts had submitted final plans and specifications for the actual construction of their previously approved school building aid projects which could not be authorized to proceed because of the shortage of funds.

From time to time, school officials and others who are affected by the State Building Aid Program, have questioned the need and desirability of the monthly limitations on the expenditure of funds under the program. However, these limitations have been maintained for the following reasons:

1. It has been considered impractical to have State bond issues for school construction purposes more often than every two years. By having a fixed limitation of expenditure per month, funds are assured for a definite period and until another State bond issue can be authorized. The \$300,000,000 bond issue of June, 1960, must last at least until June, 1962. Almost \$100,000,000 has already been earmarked for school districts.

2. The continuing availability of funds insures that when new school districts suddenly develop growth, or through growth exhaust their own bonding resources, which so often happens in this State, that there will be funds available to provide them with necessary school facilities for their pupils.



"Be careful, Mr. Puddlecup. They're all over the place."

It could be asked why the total need for State aid could not be more accurately forecast so that sufficient funds could be available whenever any school district required aid from the State. Actually, the total increases in enrollment for the State can be very accurately forecast; however, no method has been yet devised to forecast whether or not this increased enrollment will come to school districts which will need state building aid or whether they will settle in areas able to finance their own school construction.

Another very important factor which causes inaccurate estimates is change in the scope of the program after the amounts of the bond issues have been established. For example, the amount of the most recent bond issue was established early in 1960. At the same time, a complete revision was made in the enrollment estimating procedures by the State Department of Education, the effect of which has still not been fully determined. To date, this new system has allowed school districts to apply for school housing facilities for more than 34,000 pupils in excess of that to which they were formerly entitled and on which most of the estimates of need were made. This increase is estimated to have cost an additional \$42,000,000 so far this year and is considered to be a primary reason why the funds currently available have not been sufficient to take care of all the applications being received.

More and more high school districts are requesting State aid. Until recently the greater portion of the funds has gone to provide facilities for elementary pupils. These children are now going through high school and the cost of providing facilities for high school pupils is much greater than for elementary pupils. In 1959, the average cost of providing classroom space for an elementary pupil was \$1,071 while it cost \$1,621 to house each high school pupil.

According to a recent report of the United States Department of Health, Education and Welfare, the State of California has provided more funds for State aid than all other states combined who operate similar school building aid programs. It is expected that the necessity for State aid will not diminish because of the continuing rapid growth in population of the State. ★★

CALENDAR

of coming events

OCTOBER

- 18- —CASA Section 12; Tagus Ranch
- 20-21—CASSA-UC Articulation conference; San Francisco
- 21- —CESAA Central Section; Fresno
- 21-23—Bay Section leadership conference; Asilomar
- 22- —Northern Section Chapter committee chairmen; Sacramento
- 24-28—CASCD-CASCWA joint meeting; Sacramento
- 25-27—Calif. Junior College Assn. fall conference; Hotel Ahwahnee, Yosemite National Park
- 27- —CASA Section 9; Prospector's Village, Oroville
- 27-29—Calif. Council on Teacher Education; Yosemite
- 28- —Northern Section new council members orientation, Chapter presidents, Classroom Teachers Dept. meetings; Red Bluff
- 28-29—Audio-Visual Education Assn. of Calif. Southern Section annual fall conference; Pasadena City College
- 29- —Board of Directors; Burlingame
- 29- —Northern Section Council; Red Bluff
- 29- —Tenure, Youth Activities, Retirement Committees; Burlingame
- 29- —NEA Commission; Burlingame
- 29- —CASSA Region 2 conference; Cupertino High School
- 29-30—Calif. School Health Assn. annual meeting; Hotel Whitcomb, San Francisco
- 30-31—CASSA Region 4; Yosemite
- 31- —Section Secretaries; Burlingame

NOVEMBER

- 2-4—Calif. Assn. Adult Education Administrators fall conference; Huntington-Sheraton Hotel, Pasadena
- 4- —Commission on Educational Policy; Burlingame
- 4- —Bay Section Board of Directors, Burlingame
- 4-5—Southern Section Calif. Council for Adult Education; Huntington-Sheraton Hotel; Pasadena
- 4-5—National Science Teachers Assn. regional conference; Phoenix, Ariz.
- 4-5—CESAA Bay Section; Santa Rosa
- 4-6—Central Section annual professional conference; Asilomar
- 5- —Northern Section Standing Committee chairmen; Sacramento
- 5- —Southern Section Council; Los Angeles
- 5- —Student-CTA Southern professional problems conference; Los Angeles State College (tentative)
- 6-12—AMERICAN EDUCATION WEEK
- 7- —Teacher Education Commission; Burlingame
- 10- —CASSA Journal of Secondary Education editorial board; Burlingame
- 11-12—CESAA Administrative Council; Hilton Inn, Burlingame
- 12- —North Coast Section Council; Redway
- 12- —Student-CTA Northern Associate Chapters professional problems conference; Monterey Peninsula College (tentative)
- 12- —Advisory Panel on Evaluation of Program & Services; Burlingame
- 15- —CESAA, CASA, CASSA, CJCA Administrators Assn. meeting; Burlingame

CTA's Letters to Candidates Express Thanks for Support

IN KEEPING with its long-standing policy of publicly thanking legislators who have supported sound educational legislation, CTA has sent letters of appreciation to those members of the State Legislature and the California delegation in Congress, who, by their actions and attitudes in office, have backed bills to improve educational opportunity and to better the teaching profession.

Copies of these letters of commendation, signed by Dr. Arthur F. Corey, CTA executive secretary, are made public and distributed to educational leaders in the legislator's district. In some instances, where particularly outstanding service to the cause of education warrant such action, copies are sent to all CTA members in a legislator's district.

The policy under which this is done has been established by formal action of the CTA State Board of Directors

and has been reviewed periodically. The Board has directed that the executive secretary write letters of thanks on behalf of the Association to those members of the Legislature and Congress who by their voting record have demonstrated their support of desirable and necessary educational measures. In addition the Board has authorized him to send copies to educational leaders in such districts as he may choose.

The Board, however, has reserved to itself the right to determine the districts in which copies of the letters of commendation shall be sent to all CTA members. Thus far it has authorized such mailings in about 25 districts.

CTA's action in giving legislators a public pat on the back is NOT a political endorsement. It is an attempt to indicate to the profession and to friends of education those members who have stood by the schools and the teachers in helping to solve the complex problems facing education.

CTA makes no financial contributions to any legislator's election campaign and does not endorse any candidate for election or re-election. Since non-incumbents do not have a legislative voting record on education, CTA obviously is not in a position to make any report to its membership on such candidates for office. It reports only on incumbents.

Since members of the profession are concerned primarily with the performance of legislators in the field of education, CTA attempts only to reflect the favorable attitude of incumbents on matters of importance to the schools. No attempt is made to evaluate their records on any issues other than education. The Association does not urge its members to vote either for or against any candidate for legislative office.

Many years of experience have indicated that teachers and friends of education prefer simply to be advised on how their elected representatives have voted on school issues and then to make their individual decisions.

Unfortunately in some instances overzealous campaign managers or press agents have used the CTA's letter of thanks as the basis for an unwarranted claim to have been endorsed by the California Teachers Association.

THE CHIEF END

Under all the mechanism of graded schools and programs and courses of study, teachers must not lose sight of the fact that the chief end of the school and the teacher is to bring about in some way the best possible development of each particular pupil. Children are variable factors; they neither look alike nor think alike. They have inherited different powers of mind and tendencies of temperament. School machinery, however elaborate and systematic and beautiful, must not be allowed to crush out all individuality in the child. Each pupil is of more consequence than the system. Child study means a recognition of differences in pupils. In spite of numbers and automatic appliances, it is the fine art of the true teacher to kindle each little soul into high ideals with some spark of enthusiasm from her own.

—JOHN SWETT,
American Public Schools (1900)

Propositions Listed on General Election Ballot

In addition to choosing between candidates for office ranging from the Presidency of the United States to local elective positions, Californians will cast their votes on 15 ballot measures at the General Election on November 8th.

The *Journal* offers a brief digest of proposals on which voters are asked to make decisions. For the complete text of each, and arguments pro and con, see the ballot pamphlet mailed to all voters in

PROP. 1—WATER BOND ACT

Provides for a bond issue of \$1,750,000,000 to be used for construction in developing water resources of the State.

PROP. 2—TERMS OF ASSEMBLYMEN

Provides that members of the Assembly shall be elected for four year terms instead of two as at present. CTA recommends a "Yes" vote.

PROP. 3—DISABLED VETERANS' TAX EXEMPTION

Permits the \$5,000 tax exemption to which a totally and permanently disabled veteran is entitled to be transferred to a subsequently acquired new residence.

PROP. 4—TERM OF OFFICE FOR STATE COLLEGE TRUSTEES

Would increase the terms of office of members of the State College System Board of Trustees from four to eight years. CTA recommends a "Yes" vote.

PROP. 5—LEGISLATORS' COMPENSATION

Increases legislators' pay from \$500 to \$750 monthly. CTA has long advocated more adequate compensation for legislators, and recommends a "Yes" vote.

PROP. 6—ASSESSMENT OF GOLF COURSES

Establishes the manner in which non-profit golf courses should be assessed for tax purposes.

PROP. 7—AMENDMENT TO CHIROPRACTIC INITIATIVE ACT

Stipulates qualifications and compensation for membership on the State Board of Chiropractic Examiners.

PROP. 8—CONVICTED CRIMINALS' ELIGIBILITY TO VOTE

Changes prohibitions of eligibility to

vote from those convicted of infamous crime to those convicted of felony during punishment, and treason.

PROP. 9—CLAIMS AGAINST CHARTERED CITIES AND COUNTIES

Permits Legislature to prescribe procedures governing claims against chartered cities, counties, or officers, agents and employees thereof.

PROP. 10—JUDICIAL ADMINISTRATION

Changes the membership, authority and scope of the Judicial Council and establishes a Commission on Judicial Qualifications.

PROP. 11—VETERANS' TAX EXEMPTION

Provides that residency requirement for veterans' tax exemption of \$1000 means those who were residents at time of entry into armed forces or operative date of this amendment.

PROP. 12—ELIMINATES OBSOLETE AND SUPERSEDED CONSTITUTIONAL PROVISIONS

Eliminates several obsolete and superseded provisions of the constitution.

PROP. 13—APPELLATE JURISDICTION

Provides that District Courts of Appeal shall have appellate jurisdiction of municipal and justice court cases as provided by law.

PROP. 14—STREET AND HIGHWAY FUNDS

Permits Legislature to appropriate fuel taxes and motor vehicle funds to be used as payment for part of local grade crossing bonds.

PROP. 15—SENATE REAPPORTIONMENT

Proposed discard of the balanced Federal Plan of legislative representation whereby membership in the Senate is by geographic area and membership in the Assembly by population. The CTA State Council considered Proposition 15 but took no action.

CTA Recommendations For November Ballot

VOTE YES ON 2-4-5

SUPPORT of three of the 15 ballot measures appearing on the November ballot was voted by the State Council of Education at its regular semi-annual meeting at Asilomar last April. The action was taken upon recommendation of the state-wide Legislative Committee which had studied all ballot measures.

The State Council is CTA's policy-making delegate assembly, composed of 356 locally-elected members and 25 other representatives.

The Council considered, but took a "no action" position on Proposition 15 which proposes to reapportion the State Senate by giving increased representation to the metropolitan areas, primarily benefiting Southern California.

The three measures upon which the State Council took an affirmative position were deemed to have implications for the future of education.

Proposition 2, increasing the terms of members of the Assembly from two to four years, was believed desirable because it will relieve assemblymen of the need for engaging in political campaigns every two years and will permit them to concentrate more on their jobs in the Legislature. The Senate members already have four-year terms.

Proposition 4 was considered necessary if the new board governing the state colleges is to be independent of political administrations. The State Constitution now limits terms to four years. This, the State Council felt, would make it possible for one administration or governor to exercise undue influence over the board. The proposition would allow the Legislature by law to fix a term of not to exceed eight years.

Proposition 5 was supported because of evidence that legislators are underpaid for the duties they perform. CTA has backed each of the ballot measures approved in the past by the voters which successfully have increased compensation from \$100 a month to the present \$500 a month.

Other ballot propositions, while important, were deemed to have insufficiently direct application to education to warrant CTA action.



JUDGE LYLE C. SCHOETTGEN (*pronounced "shotgun"*), dispenses "western justice" from the biggest little court West of the Pecos. His Honor will be master of ceremonies at the dedication of the Old Columbia Grammar School. The Judge has promised a "quick trial" if there is gunplay or disorderly conduct.

It Is Our Pleasure to Announce
That the Old
COLUMBIA SCHOOL

WILL BE DEDICATED
WITH FITTING CEREMONIES, FESTIVE
EVENTS, AND APPROPRIATE CELEBRATION
ON

SATURDAY, NOVEMBER 5, 1960

A full century has passed since the original dedication of the Columbia Grammar School, Columbia, Tuolumne County, on November 1, 1860. The two-story red brick building on Cemetery Hill served the children of the historic Mother Lode town until 1937. In 1955, the California Teachers Association assumed responsibility for collection of contributions from California school children and eventually more than \$52,000 was turned over to the State Park Commission for restoration of the ancient shrine. The rebuilding and refurnishing has been finished, to be permanently preserved as a memorial to pioneer public education in the Columbia Historic State Park. The public is invited to participate (in costume) on this day of rededication and celebration.



A CENTURY-OLD PUMP ORGAN, gift of the Downey School District, is hoisted through the front door of the schoolhouse by Buck R. Nelson, restoration foreman; William Schoettgen, and Park Superintendent Wes Cater.



A SCARRED OLD DESK gets finishing touches from Ed Abola, member of the restoration crew. Refurnished as it was in 1860, the school has a pot-bellied stove, iron-legged desks, raised teacher's desk and an old slate blackboard.



BRICK WALLS supported by a restored foundation and plank floors, and a new coat of paint contrast to illustration of a dilapidated structure which appeared in the October 1955 CTA Journal. An ancient school bell, left, has been returned to its tower on the roof. Below is shown Zane's Yosemite Stage stopping in front of Columbia's restored Wells Fargo & Co. express depot. Owner Zane Orr is at the reins and Superintendent Cater rides shotgun. The stage ride through Columbia will be one of the features of the celebration.



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What I'd like to know is...

Professional questions answered by
HARRY A. FOSDICK
CTA Public Relations Executive

Accumulated Leave

Q. If, as you said last month, five months and ten days is the maximum period during which a teacher would receive any salary during sick leave, what happened to the indefinite accumulation of sick leave which you've described before?

Ans. It's still available. The September answer applied to the questioner, who had served less than ten years in the district. Figuring the normal school month as 20 teaching days, a teacher who had accumulated ten years of past sick leave at the rate of 10 days per year would not be concerned with the five months of partial salary (difference between his salary and the amount paid a substitute). He would be on full salary beyond expiration of the five month period.

Short of Three Years

Q. During my first year in this district, I resigned in January with plans to enter a business enterprise. The resignation was accepted, but one week after I left the district my business deal fell through. I was re-employed by the district and served the remainder of the year plus two years since that time. Now the superintendent and board say I'm not a permanent teacher even though I served more than 75 per cent of the first year. Can I compel the board to recognize my permanent status?

Ans. No, because the board is technically right. Had you been absent or on leave for the short period in your first year, it would have counted as one of "three complete, consecutive school years." However, your voluntary resignation in January terminated any credit toward tenure accumulated up to that time. You didn't serve 75 per cent of the year after your return to the district in February. Thus your second year in the district became your first probationary year.

No Retroactive Rating

Q. Last February you answered a member's question by stating that, whether or not it was ethical, a school board could legally grant military credit on the salary

schedule and then later take it away, thus in effect demoting the teacher. I grant that the Education Code appears to extend such authority to school boards, but haven't the courts ruled that retroactive application of such classification policies is not within a school board's power?

Ans. You're right and the February answer on the specific question of taking away credit for military leave which had been granted was wrong.

In a 1944 decision, the District Court of Appeal stated as follows:

" . . . When the board has once adopted a policy and, without fraud, error or mistake, rates a teacher under that policy, although the board may change its policy as to new entrants into the department, it has no power years later to . . . re-rate that teacher prospectively on the theory that the original rating was too high. The board having once acted lawfully in rating a teacher has exhausted its power over that subject matter."

As the earlier answer suggested, this ruling would not prevent a board from lowering all salaries, or lowering some on a reasonable classification or on a merit rating basis. But it does prevent lowering a teacher's status by changing his experience rating after that rating had been lawfully granted.

The teachers in the district which raised the original question are entitled to the higher salary for which they were qualified by their original classification, even though new teachers might not be credited for military service.

County School: No Tenure

Q. I have served three years as a teacher and supervisor in a school maintained by the county superintendent of schools. Have I achieved tenure rights in this, my fourth contract year?

Ans. The tenure laws apply only to certificated employees of school districts with an a.d.a. of 850 or more pupils. There is no permanent classification in county schools offices except where some staff members may be under civil service classifications.

Plus Interest

Q. Due to an error now acknowledged by everyone, I was not paid for one month of my service in this school system during 1957-58. My contract for this year contained a statement recognizing this underpayment, specifying an amount in accordance with my annual salary three years ago. If the money is being paid this year, shouldn't it be at the rate

of my current salary? Or should the district pay me interest on the amount it has owed for nearly three years?

Ans. Since the salary is due for services you contracted to render at a certain rate of pay in 1957-58, that would be the amount you should be paid rather than your current rate. However, you are entitled to interest at the legal rate of 7% per annum from the date the salary was due until the date it is paid.

Unused Vacation

Q. My contract for service in a county schools office specified that I would receive six weeks vacation, two weeks at a time, during the year. My duties were so heavy that it was impossible to take but two weeks. Since I'm not being re-employed, could I obtain salary for my unused vacation time?

Ans. In a recent suit against a municipality, the State Supreme Court ruled that public officers and employees in California have a right to cash payments upon separation from service to compensate them for holidays and vacation periods to which they were entitled under employment arrangements but which they failed to take. Therefore, unless you had an opportunity to take your vacations and failed to do so under circumstances constituting a waiver of your rights, you are entitled to the added pay for unused vacation time.

Use of Home Teachers

Q. Last year our board expelled some students for a semester on the basis of persistent anti-social behavior. Then to forestall parental protest, the district provided home teachers. Now the pupils are back in school with their regular promotion, defiant to the core. Is this a normal use of home teachers?

Ans. Definitely not. I have talked with several county superintendents, each of whom assert that the only use of home teachers in their counties is for students physically unable to attend school classes, and that medical doctor's statements are required, certifying that this condition prevails. The Education Code also authorizes some types of home teaching related to the Americanism program. Certainly a pupil who receives home instruction from teachers employed by the district is not expelled from the district. How and to what extent the district claimed reimbursement from state funds for home instruction in these instances should prove interesting. ★★

A Case of Survival

Air Force and Forest Service Men Help Train Sixth-Graders in Sierran Science

A FIFTEEN-year-old Marysville school girl, Sue Shippen, was found safe and sound last Fall after becoming lost in the Sierra for three days. Sue had been deer hunting with her father before getting separated. When found in an abandoned cabin, she was in better physical condition than many of her searchers.

Sue Shippen attributed her surprising well-being following her ordeal to the fact that she had remembered some of the instruction she had received in survival given by the Air Force three years earlier. The Air Force survival instruction was, and still is, a unit of the outdoor science education program given to sixth grade students in schools of Yuba and Sutter counties.

Survival instructors from the 5th Bomb Wing, the Strategic Air Command unit at Travis AFB, last May instructed 280 sixth graders during part of the district's outdoor science education program. The youngsters represented 17 rural elementary schools. The survival unit comprises two days of the week-long outdoor session. The expert SAC survival people conducted classes in such outdoor skills as shelter building, food procurement, signaling, and tool use.

The scenic pine forests located 40 miles northeast of Chico offer a unique learning environment where school

Turn to next page

HOME is where you find it, even in the end of a fallen log. An instructor in Strategic Air Command's combat crew survival course shows some Yuba and Sutter county sixth-graders how to gather pine needles for the floor of a log house and how to place tree limbs for a water-tight roof. The students, in an active week out of doors, were trained in natural science and survival practices. Below, a high school counselor teaches younger students why they should not fear a harmless garter snake. Photographs and story were provided by the Information Officer at 5th Bombardment Wing SAC, Travis Air Force Base.



children were impressed with such facts as the high protein content of ants. To gain the practical experience of what a lost hiker might eat in order to survive, several of the youngsters, under the supervision of SAC instructors, munched water cress, chewed inner bark of trees, or swallowed ants. The more adventurous 12-year-olds digested an occasional beetle in the cause of education and peer recognition.

Dick Schwalenberg, director of outdoor education for Yuba and Sutter counties, points out that studies carried out by the Association for Outdoor Education show that "there is a greatly increased motivation toward science exhibited by 7th and 8th graders who have been through the outdoor course." Mr. Schwalenberg was quick to point out that the outdoor education experience forges the most worthwhile values for the student only when supplemented with a full year classroom preparation and follow-up experiences.

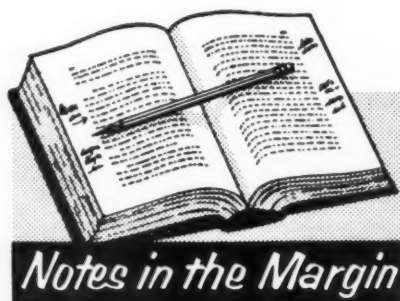
The camp staff consisted of a camp director, two teachers, two student teachers from Chico State College, and eighteen senior and junior students from Marysville high school. The high school students served as counselors and lived with about eight youngsters each.

As Mrs. Virginia Sarkoff, a teacher at Brown elementary school in Sutter county commented: "It takes a 17-year-old to keep up with these kids in this National Forest school yard."

Rather than ask a teacher to attempt to conduct class on an unfamiliar subject, this school system has asked for help from experts. Forest Service people and game wardens also participate by authoritatively teaching various parts of the outdoor curriculum.

The learning process was definitely a two way proposition as far as the 5th Bomb Wing instructors were concerned. SSgt. Bob Moran, in a weary moment at supper time, rested his elbows on the table. His sixth grade eating companions responded by sending him skipping around the tables and serenading him with a scolding song.

The areas of character development of such a program are difficult to measure. It may be offered that the family type living relationship develops cooperation, discipline, a feeling of belonging and self confidence. Those seeking a more tangible justification may speculate on the number of Sue Shippens who will survive a similar experience.



Interesting news about books and teaching aids, assembled by Vivian L. Toewe of the Journal staff.

TutorTexts, books involving the same self-teaching principles as AutoTutor (a teaching machine described in last month's *Journal*) are being published this month by Doubleday in cooperation with Western Design, manufacturer of AutoTutor.

The books are published with pages in "scrambled" sequence, so that the user must have mastered each step before being directed to the next. If, on answering questions at the end of one section, the user selects wrong answers, the pages to which he is referred give more information on the subject, rather than introduce new material.

First of the books will be published this month, hardbound, 356 to 480 pages, priced at \$3.95.

LANGUAGE INSTRUCTION

From New York University Press comes a volume for the FL teacher who wants to know how to use the new types of equipment which have become available in this field the past few years. *Audio-Visual Techniques in Teaching Foreign Languages*, by Theodore Huebener, provides descriptions of each type of material, together with discussion of various procedures and techniques. Huebener is Director of Foreign Languages in New York City schools. 200 pp., \$3.25.

A complete guide to testing techniques in the language laboratory is included in *The Remote Tester: Instructor's Guide to Operation, Function and Laboratory Application*. \$1.00 a copy from Electronic Teaching Laboratories, Inc., 5034 Wisconsin Avenue, N.W., Washington 16, D.C.

U.S. Office of Education materials on language teaching include:

—*Modern Foreign Languages in High School: Pre-reading Instruction*, covering teaching techniques for beginning classes at secondary school level. Bulletin 1960, No. 9, OE-27000, 25c each.

—*Source Materials for Secondary School Teachers of Foreign Languages*, 26-page listing of materials helpful to junior and senior high school teachers. A/V aids, foreign language periodicals, service bureaus and other listings are covered. Circular No. 509, revised, 20c each.

Programming Guide for the Electronic Classroom is the title of a 10-page manual written by Dr. P. E. King for Magnetic Recording Industries, 125 Fifth Ave., New York 11. Part I covers modern language labs. Copies are available without charge.

OTHER U.S.O.E. PUBLICATIONS

—*Handbook of the U.S. Office of Education*,

including career opportunities. Bulletin OE-11002.

—*Characteristics of Administrative Handbooks for School Staff Personnel*. Bulletin 1960, No. 13 (OE-23007), 25c.

—*Public School Finance Programs of the U.S. 1957-58*. OE-22002, Misc. No. 33, \$2.00.

All U.S.O.E. publications should be purchased from U.S. Govt. Printing Office, Washington 25, D.C.

Interstate Printers and Publishers, Danville, Illinois, have published *Guide for Planning Your Educational Program*, a workbook for the study of school programs. Purpose is to provide an orderly procedure for gathering the major facts which are important in considering a school program, to provide for their organization so they may be accurately analyzed and interpreted, and to provide guidelines for the appraisal of the program and so lay the foundation for the development of sound recommendations for improvement. Successfully used as a workbook by students in education at University of Illinois. Authors are Aaron W. Harper and Merlin C. Wittrock. Paper, 8½x11, 207 pages, \$2.50.

Two handsome publications from the California State Department of Education are:

—*Aviation Education and the Space Age*, a teachers guide, prepared by W. Earl Sams, and

—*Looking Ahead in Science*, a report of the production seminar and conference on the improvement of science education in the elementary school, October 5-10, 1959.

SATURDAY REVIEW

The September 17 issue of *Saturday Review* carried the first of what is to be a monthly section on education, result of an agreement between the magazine and the Fund for the Advancement of Education. Paul Woodring of the Fund staff will direct the new section as education editor of the *Review*. Articles will be devoted to an interpretation of educational trends to the general public, methods for improving educational quality, as well as reviews of books on education or, occasionally, specific textbooks.

SCIENCE MATERIALS CENTER

The Science Materials Center was founded by the Library of Science, an association of 50,000 scientists and educators, to contribute to the advancement of science education for young people. The Center is providing some notable materials designed not only to stimulate interest in science, but also to serve as important classroom teaching aids. Latest catalog lists some fascinating materials for use in primary grades through high school. Write the Center at 59 Fourth Avenue, New York 3.

SOCIAL STUDIES

Reprints from the 30th yearbook of the National Council for the Social Studies are being made available by Tufts University Civic Education Center, of Medford, Massachusetts. Titles include "American Youth and Citizenship," by William C. Kvaraceus and Victor E. Pitkin; "World Responsibility and the Citizen," by Ralph E. Turner and Dorothy W. Hamilton; "Values Culture and the Citizen," by William M. McCord and Donald W. Oliver; "Inter-group Relations and the Citizen," by Joseph B. Gittler and William E. Vickery; "American Government and the Citizen," by Morris B. Lambie and Thomas J. Curtin; and "American Economy and the Citizen," by Peter F. Drucker

What Is ARCOSS?

Here's the answer:

THE ASSOCIATION FOR RETIREMENT CREDIT FOR OUT-OF-STATE SERVICE is more widely known as ARCOSS. The new association was formed early in 1958 by a group of members of the California Teachers Association. It was founded with the purpose of restoring former provisions in the California State Teachers' Retirement Law, provisions which allowed credit for out-of-state service to all members of the Teachers' Retirement System.

Here are three significant facts on present teacher retirement:



Under the present law, California teachers who were members of the Teachers' Retirement System on June 30, 1944, became eligible to receive full retirement credit for prior years of teaching service in other states.



Other California teachers (those *not* members of the System on June 30, 1944) can be given *no retirement credit* for years of teaching in other states. (The only exceptions are teachers in California schools for the deaf and blind.)



Unless the law is changed, there will be substantial differences between retirement benefits paid teachers—for example, between teachers who receive full credit for years of out-of-state teaching and those who receive none.

The first major task undertaken by ARCOSS was the financing of an actuarial study on out-of-state service. It was agreed that only when all the facts and costs were known could members of ARCOSS and CTA and members of the State Legislature make valid judgments on the granting of out-of-state service credit to the many thousands of California teachers who are now denied such credit.

With dues received from its members, ARCOSS has underwritten an actuarial study in the amount of \$42,500. Its funds made possible the distribution of more than 140,000 questionnaires to California teachers, the processing of these forms by the State Teachers' Retirement System, and the analysis of returns by a leading actuarial firm, Coates, Herfurth & England, San Francisco. The results of the study will soon be made available for study by ARCOSS, CTA, and the State Legislature. It is the intention of ARCOSS that any modification of the law as proposed would involve the individual financial

responsibility of newly covered STRS members. Each would make an additional proportionate contribution as recommended in the actuarial study. This would *take nothing from the present fund and would not in any way jeopardize the present soundness of the Retirement System.*

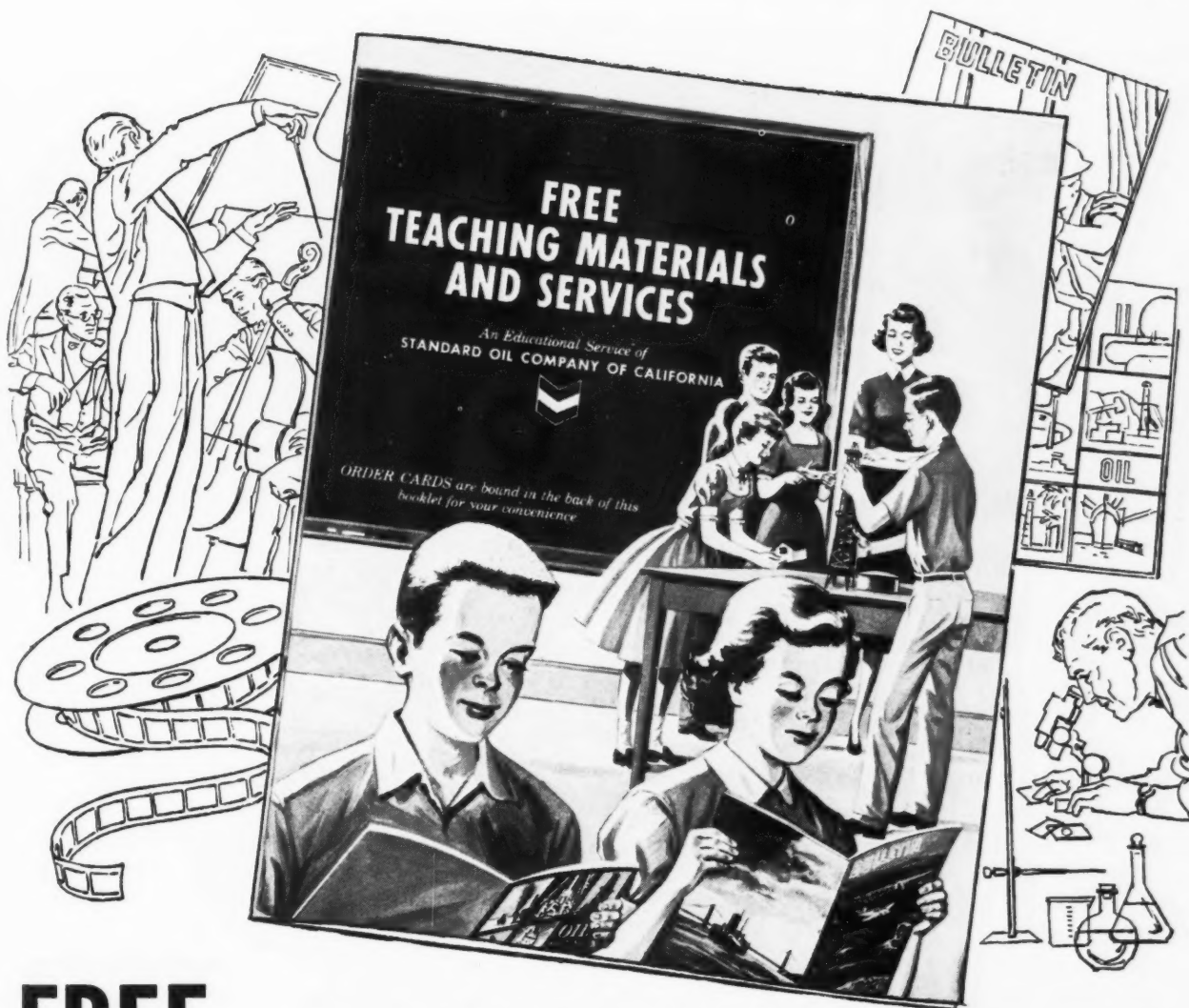
This advertisement has been paid for by ARCOSS to bring information and understanding to all teachers of California about the objectives of the Association for Retirement Credit for Out-of-State Service. As additional numbers of teachers join ARCOSS, paying dues of \$5 a year, funds will become available for the printing, mailing, and other services that will help to further the program of the organization.

Every California teacher desiring information is invited to write ARCOSS at the address shown below. An informational brochure will be mailed in response to each request, though limited staff time makes it impossible to reply to individual questions or special requests.

Association for Retirement Credit for Out-of-State Service
1705 Murchison Drive, Burlingame, California

Helen Cunningham, President
3559 Wilshire Terrace, San Diego 4

John F. Land, Jr., Treasurer
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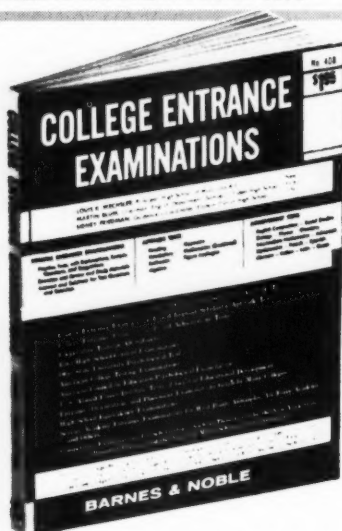
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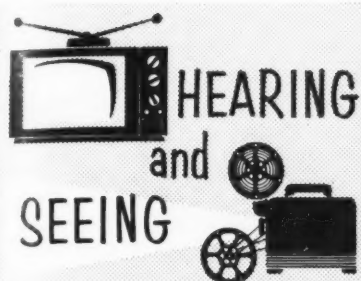
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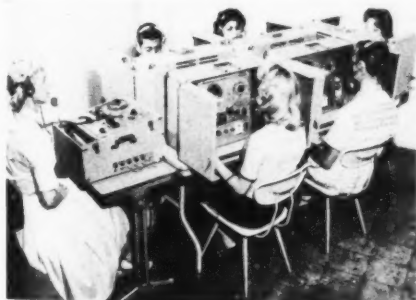
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**Television, radio, films—
power tools for learning**



CTA "Why, Teacher?" television-radio series, carried last year by 20 California stations, returns to the air in October. Above is pictured Harold See, general manager of San Francisco station KRON, who accepted a School Bell Award on behalf of his station at NEA convention last July, for carrying the series. KRON was the producing studio; the other 19 stations received citations.



NEW PORTABLE language laboratory introduced by Rheem Califone Corporation this summer has a master tape recorder and ten output jacks to accommodate individual student units. The system provides portability and can be set up in limited space.

CTA Journal, October 1960

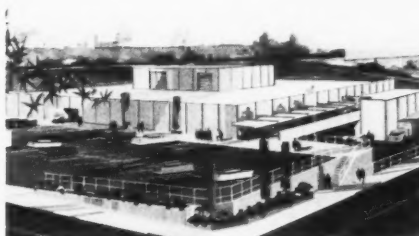
MRS. MARGARET DIVIZIA, director of a/v services in the Los Angeles public schools, is one of four new members named to the 14-member Advisory Committee on New Educational Media for the U.S. Office of Education. The Committee assists U.S.O.E. in reviewing proposals for Federally-supported research into more effective use of educational media.

The Office of Education has awarded a \$24,000 contract to the Society of Motion Picture and Television Engineers to plan and conduct a conference devoted to the evaluation of presently available types of a/v equipment in terms of current and future educational needs; and the formulation of engineering principles that will serve as guide-posts in the development of a/v devices for use in education.

Topics to be covered in the new "Why, Teacher?" series include: home work, testing and evaluation, higher education, transient students, educational television and teaching teams and teaching machines. Tentative title of last-named show is, "What's New?" a question already brought to the attention of CTA members by the *Journal's* September feature on teaching machines.

A language laboratory, similar to that described in September's *Journal*, will soon be added to the academic resources of the Berkeley campus of U.C. Initially, the laboratory will consist of a pilot project to permit the foreign language departments to experiment with instructional methods and equipment. First phase will provide a total of 44 listening booths, 24 to be in one classroom with central sound controls, the other 20 equipped for students to study individually, as in a library. Cost of constructing and equipping the pilot project, plus first year's operating expenses will be provided for out of endowment funds. Completion of first phase will aid U.C., Berkeley, in requesting Federal funds to assist in language training as provided by NDEA.

An instructional materials center for Los Angeles city schools is to be completed next summer at a cost of \$1,500,000, enabling the city's 25,000 teachers to go to a central source for such materials, rather than to one of the five locations now in use. Of the 89,613 square feet in the finished building, more than 42,000 will be allocated to the a/v section, providing film storage, transcriptions, recording, television film editing, teaching machine, photography and other technical facilities. Shown below is an artist's rendering of the completed building.



A suggested floor plan for a curriculum materials center for a junior or senior high school is given in pamphlet T-12, free from Eastman Kodak Company, Rochester 4, New York. Other pamphlets helpful to a/v directors are "Planning Boards" (T-21) and "Planning and Producing Visual Aids" (S-13). Request them from Sales Service Division at Kodak.

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FILMS

Coronet Films, 65 E. South Water Street, Chicago 1, has prepared a 24-page booklet designed to help students get more from viewing educational films. Title is *Look, Listen and Learn*. Section I, "Before Seeing the Film," offers advice on taking notes and finding out what is to be learned from the film; "During the Film" shows how to identify key scenes and major teaching points; and "After the Film" covers discussion, review and notes for future reference. Sample copies without charge, orders at \$2 per hundred.

A color film on the use of language laboratories has been released by Rheem Califone Corporation, a major producer of such equipment. Scenes were made in high schools using the laboratories and cover basic concepts and

procedures. Cost is \$130, but preview can be arranged through Rheem Califone dealers. Name of film (not to be confused with booklet described above) is "Listen, Speak, Learn." 11 min., 16 mm.

Newest film in CTA's *Accent on Youth* series is "Audio Visual Aids—How They Are Used in the Classroom." The film was produced by San Francisco State College, which, with U.C., Berkeley, endorses all ten in the series as valuable aids in teaching and in-service training. Films are handled by Pacific Productions, 414 Mason Street, San Francisco.

"The Race for Space," documentary film shown on several California television stations the latter part of April, is now being distributed by McGraw-Hill Text-Films, 330 W. 42nd Street, New York 36. Film shows de-

velopment of Hitler's V-2, firings of Russia's Sputniks I and II, and launching of first successful U.S. satellite, Explorer I. 54 min., b&w., \$250.

ETV

"Continental Classroom" the NBC-TV series for college credit, returned to the air Sep-



JOHN KELLEY
Teaches math by TV

tember 26 with "Contemporary Mathematics." The first semester, "Modern Algebra," is being presented by Dr. John L. Kelley, professor of mathematics at U.C., Berkeley. Lessons run 6:30 to 7:00 a.m. weekdays, through January 27. College and university students seeking undergraduate credit are required to view lessons Monday, Wednesday and Friday. Teachers and others enrolled for graduate credit must watch five days a week. Second semester of "Contemporary Mathematics," taught by Dr. Frederick Mosteller, chairman of the department of statistics at Harvard. "Modern Chemistry," last year's offering on "Continental Classroom" is being repeated via tape recording, at 6 a.m.

"Parlons Francais," the first in-school course of instruction offered on a national basis via television, has also been launched. This series is being distributed through National Educational Television and Radio Center, which estimates that more than 2,000,000 elementary school children will see the show this year. San Francisco is one of the major areas where arrangements have been made to present the course this year, using the facilities of KQED, Bay Area Ed-tv station.

Also on KQED this fall is "Advanced Spanish," third year of Spanish instruction under Dr. Manuel Guerra. "Saludos, Amigos!" first-year, and "Hola, Ninos," second-year, are being repeated.

Television for California Schools is a report of a study made for the state department of education, by William H. Allen, Special Consultant in Educational Television. It discusses the place of television in instruction, and summarizes research done thus far, conclud-



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ing with implications for action and recommendations for a basic state policy on ITV.

The Westinghouse-produced "Reading Out Loud" series is now being shown over KQED. This series, incidentally is Westinghouse-produced, not CBS, as originally stated in this column.

COMMERCIAL TV

"Expedition," a new educational program sponsored over the ABC-TV network by Ralston Purina, aired its first show September 20. Premiere was "The Frozen Continent," an account of the Ronne Antarctic expedition during the International Geophysical Year. An unusual feature of the Ralston-sponsored show this season will be that every third show will be locally produced, under the auspices of local school systems.

A new service for viewers in the Bay Area is provided by the four commercial stations there in "Bay Area Television Bulletin" wherein unusual programs for the coming month are listed. To get on the mailing list write to the bulletin's editor, A. E. Tomlinson, Box 111, San Francisco.

—V. L. T.

This is how we do it . . .

Letters from Journal readers give useful tips. CTA members are invited to write the editor on any subject, especially concerning contents of the Journal.

ADVISORY COUNCIL

For the past three years, we have used a Principal's Advisory Council at our school to fill the need for adequate and satisfactory communication between faculty and principal. There is no doubt that the Council has helped to give teachers a greater share in participating in the administration of the school, and the administration has gained in strength and information. Here is how it works:

1. Every Tuesday morning a teacher selected by faculty members at each grade level meets with the principal for 30 minutes to discuss problems of mutual interest. Kindergarten through grade six are represented by one teacher each.

2. Problems and subjects for discussion may be brought to the meeting by the Council members, the principal, or by any teacher.

3. By keeping to one or two topics, adequate time is given to the subject concerned. Also, a problem may be discussed for several meetings. Possible courses of action are defined and explored.

4. Where necessary the topic is put on the agenda for the regular afternoon faculty meeting where a final decision may be made. Sometimes the Council may recommend a course of action. This usually shortens the discussion at the general meeting since possible alternatives have been suggested.

5. Approximately every eight weeks another teacher is selected by the grade level concerned so that during a school year every teacher may have a turn.

6. The plan in no way detracts from the

position or responsibility of the principal, since responsibility continues to be his.

ERIC GATTMANN
San Mateo

QUOTATIONS IN LANGUAGE ARTS

The uses of quotations in language arts classes are varied and adaptable at any level. They further critical thinking, illustrate varieties of punctuation and figurative language; increase reading ability and lend a concrete awareness of the continuity of the history of ideas. Here are some of the ways they may be used:

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1 Use for statistical, educational, economic, cultural information.

2 Use for broadening and stimulating added interest.

3 And the posters could also be used to brighten school room.

To get SOURCES OF FREE TRAVEL POSTERS and Geographic Aids, as described—32 pages; stiff cover; 5½x8½"; another Supt. Miller publication of teacher aids realistically compiled with first hand knowledge of teacher needs; just send name, address and 50¢ postpaid to

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If quotations are arranged in historical sequence, continuity of ideas throughout history can be illustrated. Examples of such continuity can be found in the literature of each age, and dramatically illustrate that many of our present ideas, concerns and anxieties were either shared by those before us, or are a direct result of events that preceded ours.

The fact that quotations are used every day and that all students get into the act of discussion by participation both as listeners and speakers help to develop the self-confidence necessary for self-expression. As the teacher uses quotations daily, he will find many more methods for promoting excellence in language, more ways in which these short sentences from the minds and experiences of others can serve his classes' needs.

JEAN L. CAMPBELL
Los Altos

ETHICS IN THE LOUNGE

Countless student teachers who do an excellent job in the classroom commit professional suicide in the faculty lounge. Mistakes are made simply because the student teacher does not know right from wrong. Perhaps a course in professional ethics, including staff relationships, should be a part of teacher education programs. Until such orientation becomes common practice, the new teacher must "play it by ear." Careless talk about students, negative gossip about colleagues, boastful attitudes—are common traits of the uninitiated. Wouldn't these mistakes be minimized if a copy of the CTA Code of Ethics were prominently displayed in the faculty lounge?

DALE R. COOGAN
Torrance

PROBLEM CHILDREN

It is clearly recognized that money spent to educate problem children for community living is far less than the cost of maintaining individuals so emotionally handicapped that they cannot function adequately in society.

However, I disagree with I. W. Fellner's views (*CTA Journal*, November 1959, page 18) that "to delegate assignment to teachers with an interest in counseling is parallel to allowing a first year medical student to perform complicated surgery . . . odds for success in either case are equally dismal."

It is a grave error to overlook the fact that teachers are trained specifically to help children develop knowledge and skills. A teacher is trained to understand the development of a child in terms of his growing body, curious mind, and emotional needs for independence, creativity, group participation and acceptance, and self-esteem. Though Mr. Fellner seems unaware of it, California teachers approach each child individually to provide the best possible emotional and environmental helps for his particular needs in learning.

It is possible that we shall find our problem children early, help them in small classes within the regular school, employing specially trained teachers who work with specialists.

JEAN L. BLACK
San Mateo

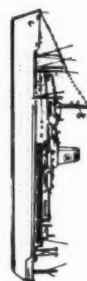
READERS are encouraged to submit manuscripts on educational subjects to the *Journal*. However, many must be returned because they are too long. Some subjects can be condensed for this "letters from readers" column, which will be published periodically.—Ed.

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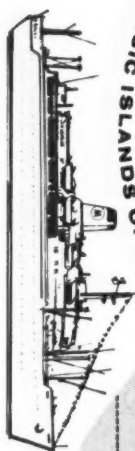
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Answers Given on CASSA Accreditation Program

DURING the past three years 192 secondary schools of California have participated in the voluntary self-appraisal program conducted by the California Association of Secondary School Administrators. Participants describe the process as successful in assisting schools to appraise the total high school program. It helps to identify strengths and weaknesses and strengthens the school's offerings where school staffs follow outlined procedures.

William N. McGowan, executive secretary of CASSA, reports that in every instance where the evaluations have been used, staffs have given serious attention to identifying school problems. Mr. McGowan has arranged a number of workshops where administrators have been enthusiastic about the uses of the accreditation program.

As more schools have been added to the accreditation schedule, more people have asked questions about the program. Mr. McGowan has accepted the Journal's invitation to answer the most frequently asked questions on this subject. CASSA is an affiliate of CTA—with headquarters in the CTA building at Burlingame.

1. What does accreditation mean? To whom is the school accredited? What are the advantages of accreditation?

Accreditation under the CASSA program means that a school is accredited to the community it serves by a professional organization. CASSA has developed the most comprehensive and reliable appraisal instrument available to help a school determine the effectiveness of its total program.

Traditionally, accreditation has meant that a school's academic program was "accredited," and hence, students from that school would be admitted to certain institutions of higher learning recognizing this accreditation. This meant that a school was a good one if so accredited, and a less good one if it was not so accredited. This was an effective and reasonable method of determining the quality of a school program when the school's sole function was as a college-prep institution. However, the modern secondary school is not solely a college-prep institution. Today's secondary school has over 90% of all secondary school youth in attendance, and it must provide a program for all of these young people, less than half of whom go on to college. This means, then, that an appraisal of only the college-prep function of a secondary school is no longer an adequate basis upon which to determine the quality of a school's program. It can no longer be said that accreditation of the college-prep function of a school by some institution of higher learning, or an organization of a group of institutions of higher learning, has the same meaning that it formerly held.

Today, in order to tell whether or not a secondary school is doing a good job, one must appraise the total school program, not just the college-prep function, and accreditation must be, not alone to an institution of higher learning or an association of these institutions, but to the community served by the school. Institutions of higher learning are interested primarily in the college-prep function of the school, but tax paying citizens are interested in the quality of the total school program.

The particular advantages of CASSA accreditation become apparent in this light. The program is an evaluation of the total secondary school program, and accreditation is certified to the community served by the school. It is the only program available that accomplishes both these ends. Some precedent for this type of accreditation has already been established by the Western College Association accreditation of both the transfer and terminal programs of California junior colleges.

2. Does accreditation in one school in the district apply to other schools in the district?

No. The entire program is designed to apply to an individual school. Accreditation is by individual school only. Neither the University of California nor any national regional accrediting association accredits school districts, only individual schools. CASSA follows this same policy.

3. What is the proper time for a new school to get into the accreditation pro-



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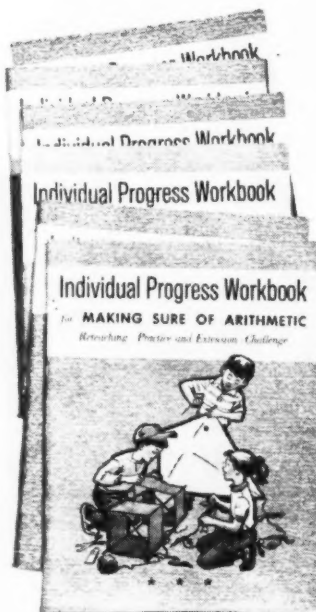


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gram? Is it wise to wait or should the school do it as early as possible?

Many new schools find it desirable to go through this program the first year after its first class has been graduated. This enables it to unite all concerned in a program of determining goals and "blueprinting" procedures for achieving these goals.

Application for participation in the CASSA accreditation program should be made in the Spring of the year prior to actual participation. This permits the school to get formal application procedures out of the way and also permits beginning organization for the program to be followed during the coming year. Certain statistical data called for can be collected over the summer months, and full-scale organization and work can be started at the very opening of the school year. It does take time to do a good appraisal—four to six months, with the four-months' time being a bare minimum. Many schools have found it best to plan for more than six months in order to derive maximum benefit from the program.

4. What is the relationship between accreditation by the University of California and accreditation by CASSA?

There is no relationship at present. U. C. approves schools as part of a process affecting admission of students to the University. CASSA appraises the total secondary school program—college-prep and terminal—and accredits a school to the community served by the school.

5. What is the relationship between the surveys made by the University Staff at USC, UCLA, Stanford and similar institutions and the accreditation study of CASSA? What are the relative costs of the two types of study and the respective advantages?

The CASSA program is the least expensive type of appraisal being provided. University team appraisals may cost from a few thousand dollars to twelve thousand dollars or more. Significant differences exist between CASSA appraisal and University team appraisal.

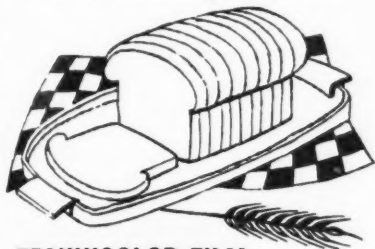
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6. Why are no specific standards set up in the CASSA procedures for use in making comparisons?

More specific standards are established in the new revised edition of the procedures, not to assist in making unrealistic comparisons, but to act as guide-lines for local school boards as they seek to develop their own criteria for specifying a good school. The standards seek to establish "qualitative" as distinguished from "quantitative" criteria.

7. Why aren't teachers invited to participate on visiting committees?

They will be as soon as we can find ways of working out problems involved in inviting teachers. Experimental programs are under way at present where teachers are serving on visiting committees. The chief problem is in finding districts that will release teachers for this kind of experience.

8. Is the amount of time spent by the visiting committee adequate for its purposes?

Experience has demonstrated that a well-planned and competently directed school visitation that follows the recommended schedule is of sufficient duration to accomplish the purposes of the visitation.

9. Is the study apt to be a whitewash of the school being accredited?

It would be difficult, if not absolutely impossible, for this program to be a whitewash. School committees work independently. The type of data called for in the appraisal procedures is so organized that it does not lend itself to "colored" responses. Visiting committee members who authenticate the work of the local school committees are carefully selected and trained people from various walks of education life, and from widely separate communities. The

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whole philosophy of the program is based upon the psychologically sound principles of "self-evaluation," which precludes the possibility of "whitewash." To substantiate this, it can be reported that approximately 20% of the schools accredited under the program have received less than the maximum term of accreditation possible. There is no risk of "whitewash" under this program.

10. What is the significance of limited accreditation?

It means that the school receiving limited accreditation needs to give rather immediate attention to specified problems. Schools receiving the maximum five-year term of accreditation have been granted this term because the over-all program and the school's own attention to its known problems seem adequate.

Less than maximum accreditation indicates inadequacies in a program and a need to give immediate attention to indicated problems.

11. Who should be invited or permitted to attend the meetings between the visiting committee and the school committees? Can any citizen in the community come if he wishes?

Only those people, professional and lay, who have actually been involved in the appraisal study should participate in meetings between school committees and the CASSA visiting committee. Interested citizens may be involved later (report-type meetings) but the visiting committee meetings are working sessions and should involve only those who have actively engaged in the study procedure.

12. Who should pay for the dinner meeting between the school central committee and the visiting committee?

If a dinner is scheduled as part of the orientation phase at the beginning, or during the visitation of a school, it should be a "dutch treat" affair. Visiting committee members are on expense accounts, and treating them to dinner is not an expense the school should incur. A dinner meeting, if one is scheduled, is something that should be carefully planned by the school principal and visiting committee chairman working cooperatively.

13. What happens after the visitation?

Following the visitation of a school by a CASSA visiting committee, the visiting committee report is presented

both to the school and the CASSA accreditation commission. The commission studies the report, the school reports, and determines the schools' period of accreditation. The decision is recorded, the school reports and visiting committee reports are filed with the CASSA office, and the school is notified of its accreditation by receipt of its accreditation certificate.

It's up to the school to use the school reports and the recommendations made in the visiting committee reports to build a program designed to improve the total school offering and operation. It is hoped that, as the program matures and gets established on a firmer financial footing, some follow-up consultation can be offered the school during the year following the appraisal experience.

14. What is the composition of the State Accreditation Commission?

One representative each from: University of California, State Colleges, the California Junior College Association, the State Department of Education, the California School Boards Association, the California Teachers Association, and the California Association of School Administrators.

Seven representatives selected by CASSA (including the chairman of the accreditation commission, appointed by the CASSA executive board). These representatives represent large and small schools, junior high schools, curriculum coordinators, superintendents and principals of various types of school district organization.

15. How and when will the CASSA Accreditation Commission act?

The commission generally meets in July of each year to consider action on schools participating in the program during the year just concluded. Members meet for as many days as it takes to do their job. Notices and certificates of accreditation are mailed out immediately to accredited schools. Some delays in this notification have occurred in the past. We do not anticipate such delays in the future.

16. How are the results of the accreditation report released to the public and to the newspapers? By whom and when?

Only a local school's authorized spokesman can release information regarding the accreditation program in a local school. The CASSA office does not release any information concerning individual school programs. Different school districts have taken a variety of

means to keep the public informed about their participation in the program. Some districts have a reported "kick-off" for their program, with progress reports made periodically to the local school board, PTA, the press, or other interested groups. Most districts make some public report of the visiting committee visitation, and most districts have reported their accreditation when the final word has been received from the accreditation commission. Many districts have even made a special occasion of receipt of the accreditation certificate.

17. How is the \$400 fee spent?

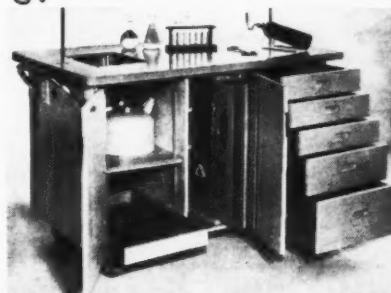
This fee, established by CASSA and authorized by the State Legislature at the 1957 session, was established to underwrite the costs of the program so that it might be self-sustaining. The fee is apportioned as follows:

Professional and Secretarial Personnel to Service Program (Includes travel, insurance, retirement, SUI and FICA)	40%
Visiting Committee Expenses	43%
Accreditation Commission Expenses	4%

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18. *What are costs to the school, other than the \$400 fee to CASSA?*

Other school costs involve production of supplementary questionnaires for instructional staff, classified staff, and students. This involves considerable duplication work for large schools, necessitating assignment of significant amounts of secretarial time. Production of the final school committee reports is also a sizable task, particularly if the school wishes to produce copies of the reports for its own use. Considerable secretarial time should be allowed for completion of this production job.

19. *What research is being done with the data collected by the program?*

The first research of collected data has been conducted by the CASSA Small High Schools Committees giving attention to library information collected on small high schools. No over-all research design has been established, although an attempt was made in 1958 to establish such a design. In all probability the CASSA evaluation committee will give attention to developing a research design for accreditation program data, and supervise its development.

20. *How many schools have gone through the accreditation program since its inception? How long has the program been in existence? What are the percentages of junior and senior high schools having participated in the program?*

The CASSA accreditation program was officially inaugurated July 1, 1957. Prior to that date 64 schools had used the evolving "Procedures for Appraising California Secondary Schools" in experimental programs designed to help test the procedures themselves.

Only eleven of the 192 accredited to date were junior high schools. No school has been denied accreditation, but approximately 20% have received less than the maximum term of five years' accreditation. By the end of the school year 1960-61, nearly 300 California secondary schools will have been accredited under the program. ★★

CORRECTION

The advertisement for Cleveland Plasterines, which appeared on page 47 of the September 1960 edition of *CTA Journal*, incorrectly showed the bulletin board letters at \$6.50 per set, rather than the current price of \$8.80. See corrected advertisement on this page.

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42. **Career Reports.** Unusual series of motion pictures created to fill serious gap in average high school vocational guidance program. Specifically designed to help those seniors unable to go to college. Vocations described do not ordinarily require college diploma as prerequisite. Send for complete list of titles, supplementary information and order blank. (Dept. of Army)

43. **Pamphlets** on organized phonetic instruction for kindergarten, primary and remedial levels. (Phonovisual Products, Inc.)

44. **Brochure** on "different" tour through Europe and corner of Africa. Itinerary and costs for 20 countries, 70 days. (Europe Summer Tours)

45. **Money at Work.** 6-page economic competence unit prepared for use in grades four to eight. Well-illustrated, written at child's level. (Britannica Junior)

46. **Science Equipment Catalog.** All grades 1 to 12. Complete, portable, self-contained kits, lab tables, chemicals, a/v equipment, microscopes, science supplies, and other aids. (Science Kit, Inc.)

48. **Charts.** 1961 *Enjoying English* Series—grades 2-8. Progress Chart I shows development of oral and written composition. Progress Chart II shows how Series presents usage and grammar. Detailed and colorful. (L. W. Singer Company)

50. **Samples** with brochure and pieces of cardboard cut-out letters for use on bulletin boards, exhibits, posters. (Redikut Letters)

51. **Pictorial Nature Map.** 24"x36" color map of the United States illustrated with the 50 state birds, trees and flowers. Also includes information on national parks, fishes, mammals, amphibians and reptiles. (Standard Oil of Calif.)

58. **Catalog** of reproductions of historical American documents, scientifically aged on parchment paper. (Ameritage Co.)

1. **Samples** of cut-out letters for use on bulletin boards, signs, posters and other uses. (Mutual Aids)

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10. **Travel at its Best.** 27 tours for teachers, with academic credit (Europe, South America, Around the World). 11th consecutive summer. (Study Abroad)

11. **Fund-Raising Plan.** Details quick, easy methods for students or school groups to raise money for band instruments, athletic equipment, etc., with sale of pecan candies in boxes personalized with picture of school group. (Stuckey's, Inc.)

12. **Worktext Catalog.** Lists Worktext, workbooks, teaching aids, texts, readers and library books. Fields covered are mathematics, science, reading, music, history, geography, industrial arts, health, and many others as well as many types of achievement, evaluation, and objective tests for specific needs. (Steck Company)

14. **Request Card** for copy of 1960-61 Standard School Broadcast Teacher's Manual. 33rd Annual Series, on the air a half-hour weekly, October 13 to May 4. Titled, "Music—Passport to the World." This series comprises first half of 2-year radio course, for school years 1960-61 and '61-62. Each broadcast takes listeners to different city or country by means of carefully selected music correlated with scripts on the geography, legends, literature, and everyday lives of its people. (Standard Oil of California)

17. **Brochure and Catalogs** on "Frontiers of America"—with broad interest and reading levels. Remedial with mature format. Also complete catalog of all titles. (Children's Press)

18. **Cotton—Nature's Wonder Fiber.** Notes on 27-minute color film, telling story of modern cotton, and how film may be secured without cost. (National Cotton Council)

27. **Grades Catalog** of books for elementary and junior high schools, and Classified Catalog for high school libraries. (J. B. Lippincott)

29. **Arithmetic Gains New Meaning.** 4-page teaching unit that suggests numerous ways to establish mathematical relationships in Social Studies, Basic Economics, and Science. (Field Enterprises)

35. **Handicraft Materials.** 8-page catalog listing many low prices project ideas for Christmas, such as different Christmas tree kits, 28" snowman, gift items from 15c per gift up. One copy only and only to teachers. (Cleveland Crafts)

36. **Alphabet Seat Charts and Handwriting Record.** 4-page chart-booklet including cursive and manuscript alphabet charts and record for checking pupil's progress. (Noble & Noble)

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editorial postscript

OF THE BIG changes coming in education, the most significant will affect the secondary level. Underlying all discussions of organization, staffing, technology, and housing will appear the urgency to IMPROVE QUALITY.

Experimentation has produced new concepts on the use of teachers' and students' time. By organizing the week more efficiently and by employing instructional assistants and clerical aides, master teachers would attain high status, with salaries to match their professional responsibilities.

Traditional modes of teaching and learning are changing. Under pressures which have built up since the dawn of the space age, the pursuit of excellence has become a phrase which has downgraded slovenliness and indifference. Hand in hand with programs for challenge of the obviously gifted student have come new concerns for the handling of special education for the re-

tarded, discipline of the incorrigible, and retention of the drop-out.

The need for clear thinking, supported by sound research, was never greater in education.

Lest we be charged with sponsoring novelty simply because we like the glitter of its dress, we must match boldness of purpose with positive conviction that the student in the public school will finish his formal schooling with the best possible tools for effectiveness in a complex and changing world.

SIGNIFICANT in an appraisal of secondary school organization and structure is the shifting emphasis on the role of the junior high school. Evaluative studies have been set up in many school districts to reappraise purposes and program at this level. Among leaders in such studies is San Diego city schools, where Superintendent Ralph Dailard set up committees of principals and teachers in the spring of 1959. Constructive voluntary work has progressed through two summer periods, producing some preliminary recommendations. Among other things, the study included cost estimates of various plans of school organization: 8-4, 7-5, 6-2-4, 6-6, and

6-3-3 (revealing there is very little difference, no matter how the school may be organized). In the preliminary report, there appeared strong support for the present structure of 7th, 8th, and 9th grades.

INNOVATIONS are being considered in many school districts, according to NEA Research. In a recent survey, NEA found that almost 8 in 10 school systems are providing special learning experiences for gifted pupils in both junior high and senior high levels. An amazing growth of televised instruction was noted, with 25 to 30 per cent of urban school systems employing TV, either by closed circuit or public channels. Twelve per cent of the districts have employed special teachers for foreign language instruction in elementary grades.

NEXT STEP in our *Journal* exploration of "what's new" will be November coverage of teacher education programs. Problems planned for discussion by leading specialists include licensure, internship, institutional approach, methods, subject-matter specialty, accreditation, and recruitment practices.

—J. W. McK. ★★

Teacher Talk



These quotes represent divergent views which might be heard in any faculty lounge —on the theme suggested by this Journal issue. They are written each month by Donald W. Robinson, teacher at Carlmont high school, Belmont.

"Team teaching sounds pretty good to me. At last we can get some efficiency into this business. What's the sense in having a teacher lecture to a class of thirty students or offer them a film or a televised lesson when this presentation could just as well have been given to 100, or 500?"

"Hold on, Joe. You never could do that without regimenting the whole school. You'd have to schedule the film way ahead of time and schedule 500 students for 'The Tariff Problem' on the 13th of November whether they're ready for it or not. How can I teach my class if I must keep them in lockstep with 15 other classes so we'll all be ready for the same lesson the same day? I thought we outgrew that kind of rigidity years ago."

"But you have to schedule your film way ahead even if you show it to only 30 students, and show it on the scheduled date whether they're ready or not. What's worse is the prospect of teacher specialization implied in this team concept. How are you ever going to reach the whole child if one teacher just lectures, one just handles the machines, another only takes care of administrative routine and grades papers, while a fourth becomes the expert at individual and small-group conferences? Even as the head of such a team I wouldn't feel like a whole teacher."

"You can't put efficiency into teaching the way you can

into manufacturing or merchandising. One teacher must handle the whole process, at least for his class or his subject."

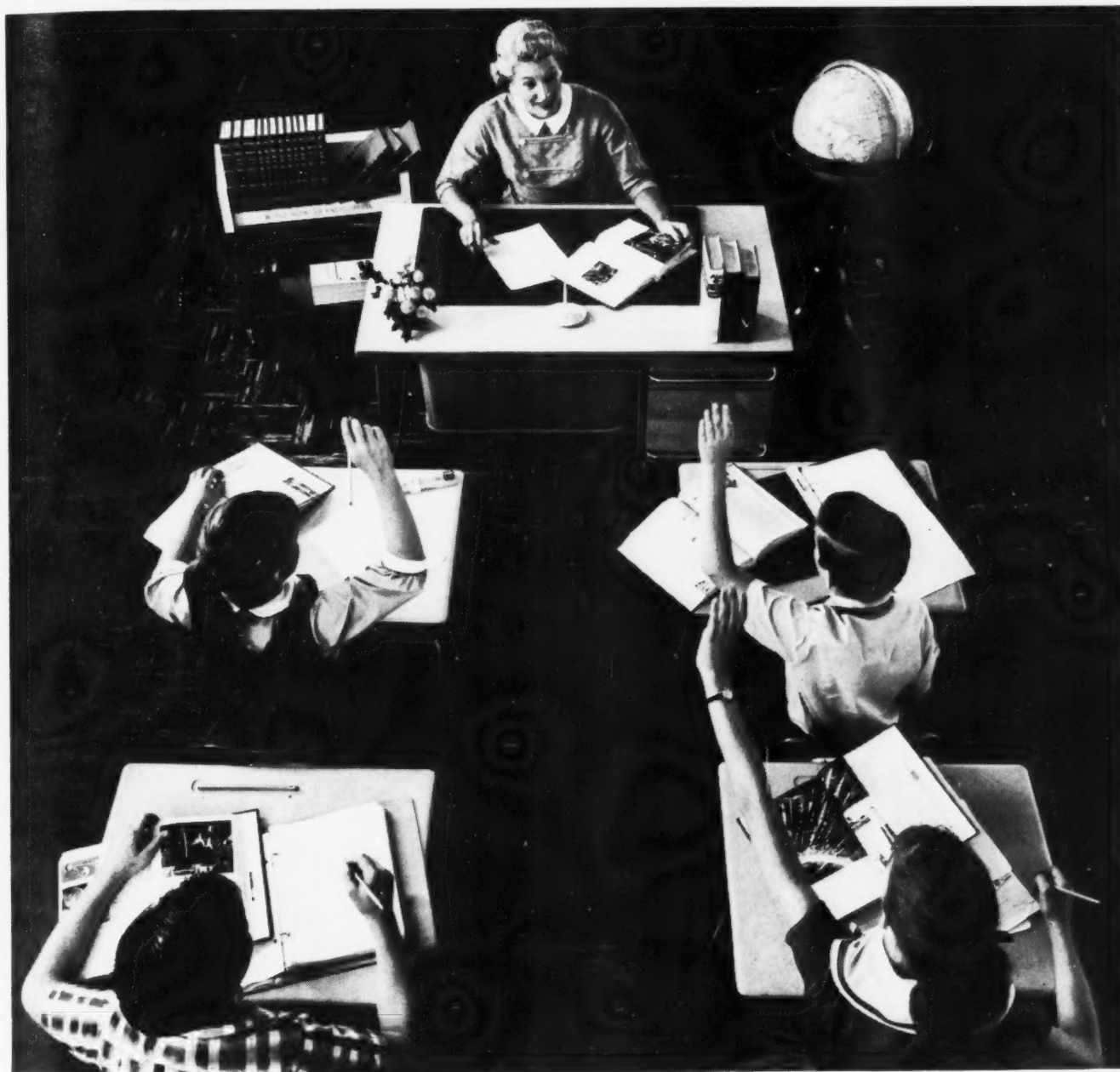
"I don't know. You might say the whole faculty is a teaching team now, each person with a limited specialized function. We've become accustomed to this division of responsibility, by departments and class assignments. Why can't we distribute this responsibility somewhat differently, in line with the new tools we have to work with? We talk about the importance of socialization, and shared responsibility for the students. And you think the teachers can't provide the example of shared responsibility in a new setting? That's a pretty damaging admission, isn't it?"

"Joe, what makes you think you can determine when a class is ready to move into the Tariff Problem any better than the expert who plans the lectures? Maybe you're just jealous of your established prerogatives in your own little kingdom in Room 207. I'm for giving the team idea a whirl. And I want to be on Sally's team. That gal can really inspire a class with her lectures, and I'm just conceited enough to think I can do a rip-roaring job working with the individual slow students."

"Jane, what do you think? Would team teaching work in your department? Whoops, there goes the bell!"

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